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ABSTRACT

This manual is designed to support the instruction of the optional modules of the Career and Life Management 20 curriculum of the Alberta, Canada schools. This optional curriculum includes human sexuality, dealing with crises, entrepreneurship, consumer and investment choices, and cultural bridges. This manual assists classroom teachers by providing: (1) further information about the goals and objectives of each optional module; (2) suggestions for selecting and integrating the optional modules within the Career and Life Management 20 program; (3) recommendations for assessing student achievement; (4) sample activities which could be used to address selected learning expectations; (5) detailed curriculum correlations to the authorized resources; and (6) suggestions for establishing an effective resource base and local support network. Each module includes background information for the teacher; objectives of the module; an overview of the sub-themes included in each module; suggestions for implementing the module; sources of support, including authorized resources, teacher resource manual, and school and community support networks; glossary, if appropriate; detailed correlation of learning expectations; suggested activities which could be used within a lesson; and sample evaluation instruments for selected topics. (ABL)

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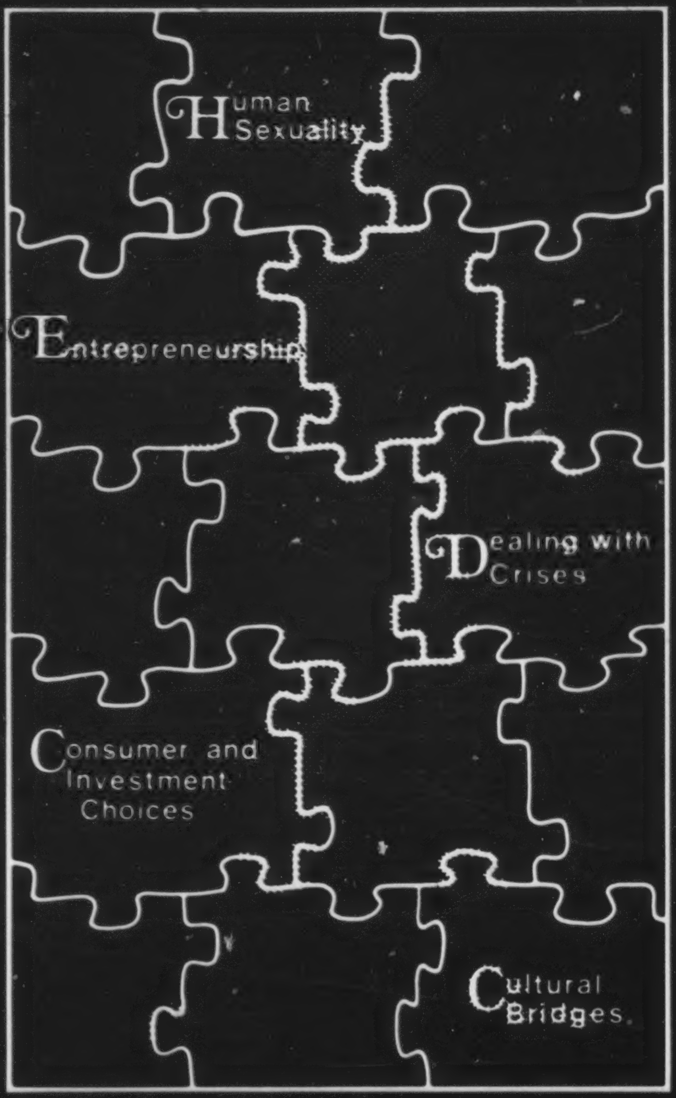
Human Sexuality
Entrepreneurship
Dealing with Crises
Consumer and Investment Choices
Cultural Bridges

CAREER AND LIFE MANAGEMENT 20

TEACHER RESOURCE MANUAL, 1988

OPTIONAL PROGRAM

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CAREER AND LIFE MANAGEMENT 20

TEACHER RESOURCE MANUAL
OPTIONAL PROGRAM

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USING THIS MANUAL

This manual is designed to support the instruction of the optional modules of the Career and Life Management 20 curriculum. Except where information duplicates the course of studies, the material included in this manual should not be considered prescriptive in any way.

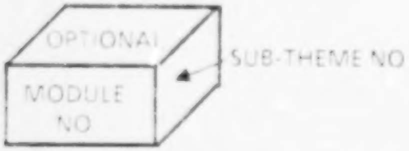
This Teacher Resource Manual has been developed to assist classroom teachers by providing:

1. further information about the goals and objectives of each optional module
2. suggestions for selecting and integrating the optional modules within the Career and Life Management 20 program
3. recommendations for assessing student achievement
4. sample activities which could be used to address selected learning expectations
5. detailed curriculum correlations to the authorized resources
6. suggestions for establishing an effective resource base and local support network.

Each module includes:

1. background information for the teacher
2. objectives of the module
3. an overview of the sub-themes included in each module
4. Suggestions for implementing the module, including:
   - How can this module be presented?
   - How does this module relate to the CALM core curriculum?
   - How does this module relate to other school courses?
   - Suggested instructional strategies
5. Sources of support, including:
   - authorized resources
   - teacher resource manual
   - school support networks
   - community support networks
6. Glossary, if appropriate
7. Detailed correlation of learning expectations to:
   - expected learning process
   - authorized resources
   - teaching notes, if appropriate

   Each section is coded as follows:

8. Suggested activities which could be used within a lesson, including recommended procedures, time lines and blackline masters suitable for duplication.
9. Sample evaluation instruments for selected topics.

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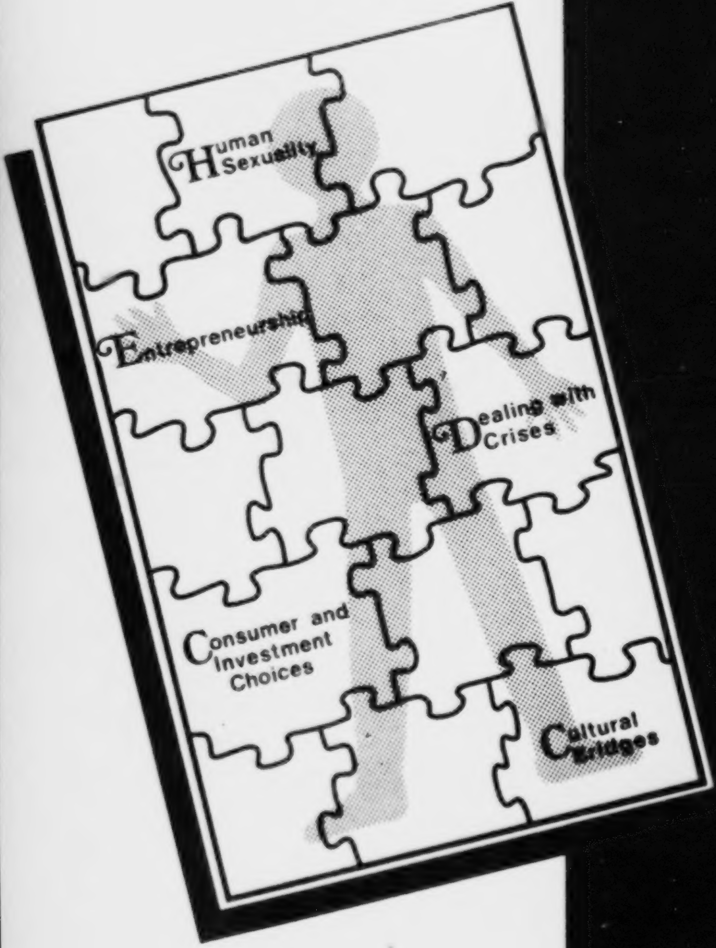

Human Sexuality
Entrepreneurship
Dealing with Crises
Consumer and Investment Choices
Cultural Bridges

SECTION I

INTRODUCTION

RATIONALE FOR EXPANDING THE CORE PROGRAM

The five optional modules are to complement and reinforce topics introduced in the core 3-credit CALM 20 program. During the development of Career and Life Management 20, it became evident that the scope of the program and the time limitations would not allow indepth study in any of the many topics that would be addressed. As a result, certain topics that were considered to be particularly relevant to students were included in the 25-hour optional modules.

The optional modules allow teachers to focus on areas of personal expertise, take advantage of community resources, as well as respond to community needs.

RELATIONSHIP OF THE CORE AND OPTIONAL PROGRAMS

CORE THEMES	OPTIONAL MODULES				
	1. HUMAN SEXUALITY	2. DEALING WITH CRISES	3. ENTREPRENEURSHIP	4. CONSUMER AND INVESTMENT CHOICES	5. CULTURAL BRIDGES
SELF-MANAGEMENT	*	*	*	•	*
WELL-BEING	*	*	•	•	*
RELATIONSHIPS	*	*	•	•	*
CAREERS AND THE WORLD OF WORK	*	•	*	•	*
INDEPENDENT LIVING	*	•	*	*	*

• Provides minor reinforcement of learning expectations in the themes of the CORE program

* Provides major reinforcement of learning expectations in the themes of the CORE program

STRUCTURE OF THE OPTIONAL PROGRAM

Each module is designed as 25 hours (one credit) of instruction. The optional modules can be integrated into the CALM 20 course by expanding the three-credit course to four (add one module) or five (add two modules) credits.

MODULE COMPONENTS

The optional program parallels that of the core program. Each module is organized into four or five sub-themes (refer to page 6). Within each sub-theme, the learning expectations are correlated to four basic thinking processes: recall, understanding, involvement and synthesis. The learning expectations define what students should learn and the learning process specifies, as a minimum, the level of thinking that should occur.

Refer to the *Teacher Resource Manual - Core Program* for more information on the module components.

REQUIRED – ELECTIVE COMPONENTS

All learning expectations included in each module should be addressed. On the basis of student needs (past experience, ability level) the teacher will determine which learning expectations need to be addressed in depth or reviewed. Approximately 20 to 25 percent of the instructional time should be used as elective time to reinforce concepts or to challenge students to higher levels of learning.

Compulsory 3-credit course (five themes)

Required	Elective
A SELF-MANAGEMENT (9 HRS.)	ELECTIVE TIME 11.62 HRS
B WELL-BEING (9 HRS.)	
C RELATIONSHIPS (10 HRS.)	
D CAREERS AND THE WORLD OF WORK (11 HRS.)	
E INDEPENDENT LIVING (12 HRS.)	

Expand to four (add one module) or five (add two modules) credits

Required	Elective
HUMAN SEXUALITY (20 HRS.)	5 HRS
DEALING WITH CRISES (20 HRS.)	5 HRS
ENTREPRENEURSHIP (20 HRS.)	5 HRS
CONSUMER AND INVESTMENT CHOICES (20 HRS.)	5 HRS
CULTURAL BRIDGES (20 HRS.)	5 HRS

GENERIC SKILLS AND INTEGRATING CONCEPTS

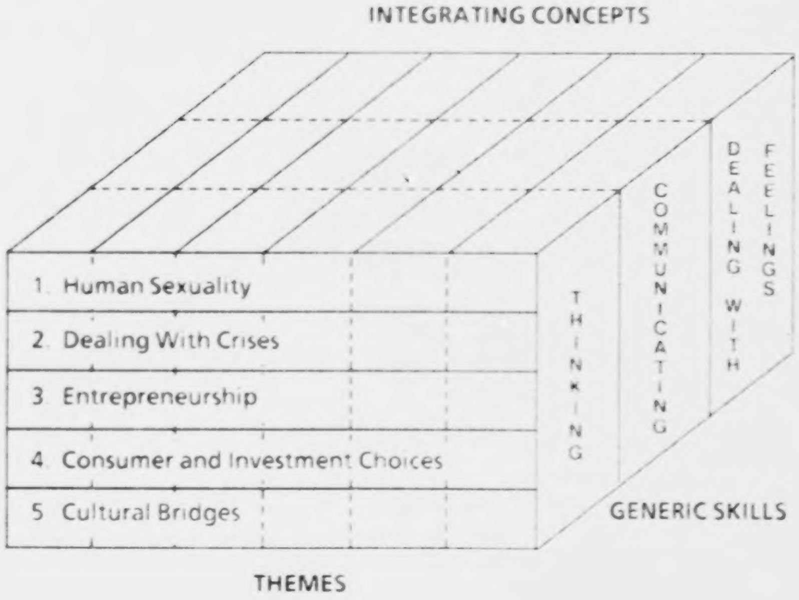
The optional modules should be used to reinforce the three generic skills defined within the core program:

- Thinking
- Dealing with Feelings
- Communicating

In addition, the following concepts are addressed in each module:

- building awareness and understanding of the knowledge base fundamental to the theme or module
- defining and practising a personal decision-making model
- recognizing personal rights and responsibilities
- dealing positively with personal and social issues
- identifying personal sources of support
- recognizing and planning for personal choices and challenges.

Teachers can reinforce the generic skills and integrating concepts through designing lesson plans that integrate one or more of the generic skills within the topic being presented. Strategies can involve defining appropriate activities, using directed questioning and discussion techniques and encouraging students to become more personally aware of their skills in these areas.


INTEGRATING CONCEPTS
1. Human Sexuality
2. Dealing With Crises
3. Entrepreneurship
4. Consumer and Investment Choices
5. Cultural Bridges
THINKING
COMMUNICATING
DEALING WITH FEELINGS
GENERIC SKILLS
THEMES

OVERVIEW OF OPTIONAL MODULES AND SUB-THEMES

MODULES	SUB-THEMES				
1. HUMAN SEXUALITY	SELF-MANAGEMENT	WELL-BEING	RELATIONSHIPS	WITHIN THE WORKPLACE	CHOICES AND CHALLENGES
2. DEALING WITH CRISES	PERSONAL CONTROL AND SELF-MANAGEMENT	PRESSURE POINTS	MAINTAINING BALANCE	MAINTAINING CONTROL	CHOICES AND CHALLENGES
3. ENTREPRENEURSHIP	UNDERSTANDING ENTREPRENEURSHIP	IDEA GENERATION	BUSINESS PLAN	CHOICES AND CHALLENGES	
4. CONSUMER AND INVESTMENT CHOICES	FINANCIAL GOAL SETTING	PERSONAL INVESTMENT CONSIDERATIONS	TYPES OF INVESTMENT	TAX IMPLICATIONS	INVESTMENT CHALLENGES
5. CULTURAL BRIDGES	BUILDING CULTURAL FOUNDATIONS	SELF-ASSESSMENT	IMPROVING PERSONAL WELL-BEING	PERSONAL RELATIONSHIPS AMONG CULTURES	CHOICES AND CHALLENGES

MODULE 1: HUMAN SEXUALITY

This module develops an understanding and awareness of the dimensions of human sexuality within the perspective of the whole person. The content builds an information base in anatomy and physiology, reproductive health and health practices to help students make informed choices. The emphasis is on responsible sexual decision making and the development of communication and effective relationship skills. This module can be offered within a 3-, 4- or 5-credit course (refer to page 13). Before teaching this module, the approval of the local school board and parents must be obtained. Parents may withdraw their child by informing the school in writing of their intention to do so.

MODULE 2: DEALING WITH CRISES

Dealing with Crises looks at how individuals cope with change and crises throughout their life span and recognizes that each individual responds to life's choices and challenges differently. The importance of self-management in dealing with stress, crises and change is explored and opportunities are provided for students to expand their existing coping skills and broaden their personal support system.

MODULE 3: ENTREPRENEURSHIP

In this module, students investigate the concept of entrepreneurship as a career option. The characteristics and attitudes of successful entrepreneurs are considered. Students will understand the elements of successful entrepreneurial activities and practice generating entrepreneurial ideas and strategies. Through the use of a simulation, students will be able to identify one or more entrepreneurial opportunity and develop a business plan that could operationalize such a venture.

MODULE 4: CONSUMER AND INVESTMENT CHOICES

This module is designed to expand financial management skills through financial goal setting and considering strategies for personal investment and tax implications. The interrelationship of personal goal setting, decision making, and effective consumer and investment choices is examined. Students will identify those strategies that lead to optimal use of their financial and personal resources.

MODULE 5: CULTURAL BRIDGES

The purpose of this module is to help students deal with their decisions that are a consequence of living in a multicultural society. Students will reflect upon the essential elements of heritage and mainstream cultures and learn to cope with stress and conflict that may arise when living within these two cultures. It is appropriate for students from any heritage culture as well as students from the mainstream culture.

DEALING WITH SENSITIVE ISSUES

There are some areas included within the optional modules that could be sensitive or controversial to students, their parents or the community. It is important that teachers are sensitive to this possibility and prepared to deal with such concerns. Some topics that may be considered controversial or sensitive are listed below:

Human Sexuality:

- Dealing with Sexually Transmitted Diseases
- Homosexuality
- Abortion
- Sexual Abuse
- Masturbation
- Pornography

Dealing with Crises:

- Suicide
- Family Conflict/Violence
- Child Abuse

Cultural Bridges:

- Beliefs
- Customs/Traditions

A teacher can prepare for these concerns by:

1. **Contacting Parents** – If parents are informed of the content of the module, aware of resources used and encouraged to be involved, the focus of the concern will become evident and can be addressed prior to classroom teaching. In addition, concerns that may be present initially will be eliminated when parents have had the time and opportunity to build confidence in the teacher.

2. **Following Policy** – A teacher should be aware of all policies (school, school jurisdiction) that relate to dealing with sensitive issues. Discussion with the school administration will ensure that the teacher has support and provide a broader perspective to issues and concerns that may arise.

   Teachers should refer to the Alberta Education policy re: Controversial Issues in the Classroom (*Teacher Resource Manual – Core Program*).

3. **Respecting Values** – The teacher will be aware that promoting personal values to the exclusion of all others would be inappropriate. The values of the students and their parents must be respected when value related issues are raised. It is important that students not only have the opportunity to examine and discuss their ideas, values and behaviour, but students should also recognize and respect the values of others.

EVALUATING STUDENT ACHIEVEMENT

In the optional modules, as in the core themes, student evaluation should deal with both the cognitive and affective domains. The curriculum is designed to encourage students to become better able to handle life's challenges and make appropriate choices.

As in other courses, this will involve increasing their knowledge base (cognitive). In addition to cognitive objectives, CALM 20 has been designed to encourage students to apply this knowledge to their personal situation. As such, for many of the learning expectations, there is no right or wrong answer. Evaluation should, in these instances, focus on the process whereby the student has made the choice or developed a plan of action.

The curriculum's structure establishes a minimal standard for the students' learning. Each learning expectation is defined in terms of one or more learning processes (recall, understanding, involvement and synthesis). Evaluation strategies should reflect the type and level of learning process.

Refer to the CALM *Teacher Resource Manual – Core Program* for a more detailed explanation of the learning processes and suggested evaluation strategies.

AUTHORIZED RESOURCES

Learning resources fall into three categories; BASIC, RECOMMENDED and SUPPLEMENTARY.

The authorized resources for each optional module are listed within each of the optional modules.

Refer to the *Teacher Resource Manual – Core Program* for the complete list of authorized resources for the core and optional programs.

Alberta Education wishes to express appreciation to the following agencies and associations that so generously shared materials during the development and implementation of this course.

- Alberta Career Development and Employment
- Alberta Consumer and Corporate Affairs
- Alberta Human Rights Commission
- Alberta Labour
- Health and Welfare Canada
- Canadian Cancer Society
- Canadian Bankers' Association
- Alberta Alcoholism and Drug Abuse Commission

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Human Sexuality

SECTION II:

MODULE NO. 1 –
HUMAN SEXUALITY

SUB-THEMES

1. Self Management
2. Well-Being
3. Relationships
4. Within the Workplace
5. Choices and Challenges

Student Issues:

- *What is meant by sexuality?*
- *Should I be sexually active?*
- *What do I need to know to make my sexual decisions?*

Note 1. Approval by the local school board is required in order to teach this human sexuality module. Once this approval is granted, parents must be notified of the intent to teach this course, and their right to withdraw their child, if they so desire, must be respected.

2. Sections of this module may be integrated into the elective time of the 3-credit core course.

MODULE 1: HUMAN SEXUALITY

BACKGROUND INFORMATION

For adolescents, the issue of sexuality is probably one of the most important, yet conflicting and confusing, parts of their lives. With many significant changes in sexual attitudes and behaviour and with recent concerns over the increasing cases of sexually transmitted diseases, students need to examine, discuss and consider many of the sexual issues that will affect them, now and in the future.

The human sexuality module is designed to help students develop greater self-awareness and understanding of their sexual identity. The module provides them with current information and opportunities to develop further their decision-making skills, encouraging them to take responsibility for their sexual behaviour. By clarifying personal values regarding sexuality issues, students will be better able to resist peer pressures and make decisions based upon their own values and lifestyle preferences. To do this, it is vital that students work in a safe, trusting and supportive environment.

The classroom forms an important part of this environment and it is essential that time be spent developing and maintaining a positive classroom climate. (Refer to the Climate Building Activities in the *Teacher Resource Manual – Core Program*.) The involvement of and support from parents will also strengthen such an environment. (Refer to page 22, Parental Support, in this document.)

MODULE OBJECTIVES

The student:

1. develops understanding and awareness of the dimensions of human sexuality within the perspective of a whole person.
2. builds awareness of developing sexuality (physical, psychological, emotional and social) and reviews strategies for health adjustment to accommodate these changes.
3. develops an information base enabling responsible decisions about sexual behaviour.
4. builds communication skills in order to increase and improve discussion with parents, teachers and peers on matters of sexuality.
5. recognizes that decisions as a sexual being impact on personal and interpersonal life.

OVERVIEW OF SUB-THEMES

Sub-Theme 1: Self-Management

Students will consider what is meant by such terms as sex, sexuality, masculinity and femininity, and be encouraged to develop their own definitions for these. A positive, trusting environment in which students will feel comfortable discussing human sexuality will be developed through the cooperative efforts of students and the use of appropriate vocabulary.

Sub-Theme 2: Well-Being

Students will identify some of the factors involved in maintaining and enhancing their sexual well-being. This will involve building a sound knowledge base about anatomy and physiology to help them make responsible sexual decisions. They will also identify some specific strategies for maintaining their individual health, especially in areas of reproductive health.

Sub-Theme 3: Relationships

Students will understand what is involved in both social and sexual relationships and consider attitudes toward these. They will identify some of the pressures that may lead them to being sexually active, while also considering how they can deal with peer pressure to do so. The responsibilities and consequences associated with being sexually active are also evaluated. Students will develop skills in communicating and coping with stress that may be related to their social and sexual relationships. They will have the opportunity to consider some of the effects of sexual exploitation and to identify sources of support within their community that can assist them with issues related to human sexuality.

Sub-Theme 4: Within the Workplace

Students will recognize how sex stereotyping may occur within the workplace, and examine the impact of this. Students will also develop the skills necessary for resolving problems in an appropriate manner if such sex stereotyping or harassment should occur.

Sub-Theme 5: Choices and Challenges

Students will consider how sexual decisions can affect their lifestyle. The options involved in an unplanned pregnancy will be identified and the responsibilities and commitments related to these options will be explored. In particular, the impact of career and life planning will be discussed.

IMPLEMENTING THE MODULE

Human sexuality, as an area of study, is an optional component of CALM and may be offered only with the approval of the school board and parents.

To withdraw their child from this area of study, parents must submit a letter to the school indicating their decision. The requirement for parental permission does not apply to students who have reached the age of majority, or to those who are living independently.

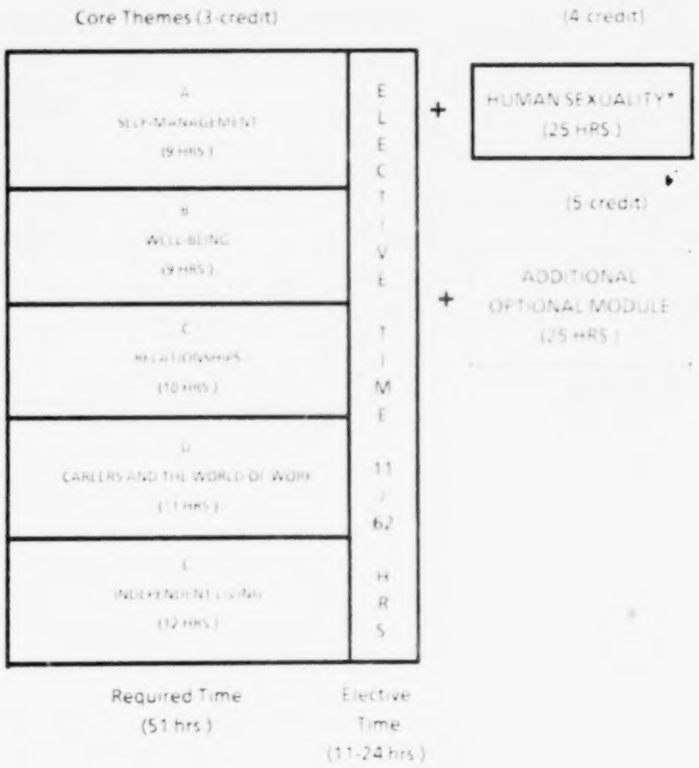
By requiring parental permission for students to take the sexuality module, it is recognized that teaching sexuality is a shared responsibility of the home and school. It is recommended that a parent meeting be held prior to beginning the unit so that parents can meet the teacher, review learning expectations, view resources, and share their concerns. (An outline for a parent evening is included on page 22 of this document.)

1. Offering Human Sexuality within the Core Curriculum

There are two alternatives for offering human sexuality in Career and Life Management 20.

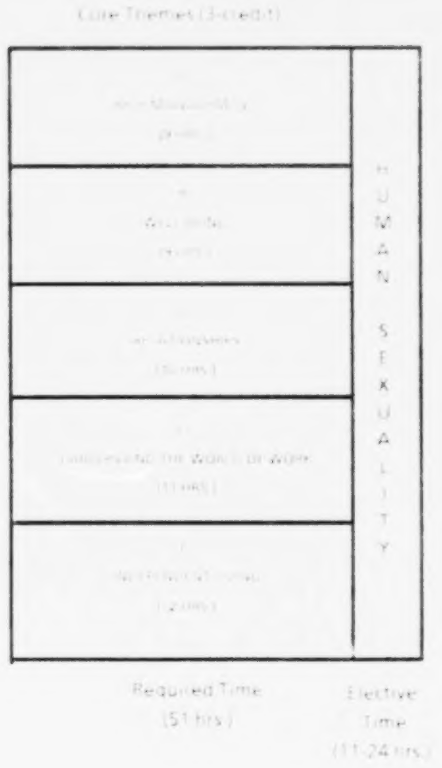
Alternative 1

The Human Sexuality module (1-credit) may be added to the 3-credit course to form a 4-credit or 5-credit course.


Core Themes (3-credit)
(4 credit)
A
SELF-MANAGEMENT
(9 HRS.)
B
WELL-BEING
(9 HRS.)
C
RELATIONSHIPS
(10 HRS.)
D
CAREERS AND THE WORLD OF WORK
(11 HRS.)
E
INDEPENDENT LIVING
(12 HRS.)
E L E C T I V E T I M E 11 / 62 H R S
+
HUMAN SEXUALITY*
(25 HRS.)
(5 credit)
+
ADDITIONAL
OPTIONAL MODULE
(25 HRS.)
Required Time
(51 hrs.)
Elective
Time
(11-24 hrs.)

Alternative 2

Human sexuality may be integrated into the 3-credit compulsory course by using the 11 to 24 hours designated as elective time to teach selected learning expectations. The learning expectations that are considered to be most important have been identified with an asterisk (*) in the Outline of Learning Expectations, pages 24 to 31.


Core Themes (3-credit)
CAREERS AND THE WORLD OF WORK
(11 HRS.)
(12 HRS.)
H U M A N S E X U A L I T Y
Required Time
(51 hrs.)
Elective
Time
(11-24 hrs.)

2. How Can This Module Be Presented?

The Human Sexuality module can be presented in various ways. Schools/teachers may use a strategy that is most suitable to meet student needs, and to utilize resource support.

- **Discrete:** Teach human sexuality as a discrete unit sequenced in the CALM course at any time after the Self-Management – Self-Assessment sub-theme has been completed.
- **Integrated:** Integrate sub-themes outlined in the Human Sexuality module into the required themes of the core Career and Life Management course. The five sub-themes in the Human Sexuality module correlate to the five themes outlined in the core course. The module has been designed to be integrated within the learning experiences contained in each theme. **This is the recommended way to present this module.**

3. How Does This Module Relate to the CALM Core Curriculum?

Theme A: Self-Management

The development of a positive classroom climate and expanding communicating and thinking skills as well as improving their understanding of feelings will help students be more comfortable discussing sexuality issues. The opportunity to explore their abilities, interests, skills, and values will provide students with the opportunity to become more aware of their individual sexual identity.

Theme B: Well-Being

Understanding the various aspects of well-being and identifying some positive and negative factors that affect their health, will help students become more aware of health concerns as well as support systems that are prevalent, especially in the area of reproductive health. By identifying strategies to improve personal well-being, students will be able to identify some wise health practices in the area of sexuality.

Theme C: Relationships

By comparing and contrasting the variety of relationships in which they are involved, students will develop a better understanding of how to deal with social and sexual relationships. Students will develop skills effectively to maintain and enhance relationships and become more able to cope with the stress and pressures involved in determining and adopting responsible sexual behaviour.

Theme D: Careers and the World of Work

By exploring careers and the world of work, students will be better prepared to recognize the impact sexual identity can have on career choices and opportunities.

Theme E: Independent Living

Students will be aware of how sexual decisions impact on lifestyle choices, and vice versa. The responsibilities and commitments involved in parenting will be discussed, and its effect upon financial management considered.

4. How Does This Module Relate to Other Courses?

Other high school courses include topics introduced in this module and could provide students with an introduction to topics included in CALM, or give them the opportunity for further study.

These courses are:

Psychology 20
Personal Living Skills 10-20-30
Health Services 12-22-32
Biology 30

Although human sexuality is an optional theme, *Human Sexuality in the Health Curriculum, Alberta Education, June 1987* has indicated that over 80% of the schools provide instruction in sexuality. CALM 20 teachers should be aware of what is being taught at the various levels by referring to the curriculum documents, meeting with colleagues, and determining students' understanding upon entering CALM 20. A correlation of topics addressed in CALM 20 and the Elementary and Junior High Health and Personal Life Skills programs is outlined in the *Teacher Resource Manual – Core Program* (Appendix C).

5. Recommended Instructional Strategies

Following are some suggested strategies teachers may wish to incorporate in their lessons:

- reinforce the importance of maintaining a balanced perspective on the role of human sexuality
- reinforce the positive aspects of human sexuality
- incorporate humour (use cartoons)
- recognize and respect personal shyness and sensitivity
- model and encourage proper use of sexual terminology
- use question box (refer to Sub-Theme 1: Self-Management, page 45).

The Human Sexuality module is one of the most sensitive areas of the Career and Life Management curriculum. As such, it is important that the teacher be carefully prepared for the unit, and feels comfortable with the content and issues to be explored.

An effective sexuality educator should:[1]

- believe in the importance of parents and adolescents communicating about sexuality
- be well-informed about sexual topics
- be warm and have a sense of humour
- continually be open to exploring his or her own attitudes about a variety of sexual issues
- be enthusiastic about teaching sexuality education
- be comfortable discussing sexuality with adolescents
- be comfortable using sexual terminology
- have good communication and group facilitation skills
- be capable of and comfortable using a variety of teaching techniques in the classroom
- be familiar with the needs and sensitivities of adolescents
- have experience with adolescents (as parents, older sibling, aunt, uncle, teacher, etc.)
- be sensitive to the values existing within the community and among parents.

TEACHING ABOUT AIDS AND OTHER SEXUALLY TRANSMITTED DISEASES

AIDS is a serious health problem. Presently, AIDS is a terminal disease for which there is no cure and no vaccine, nor is either one anticipated in the near future. However, AIDS education, to be effective, must not focus on the deadly disease, nor should it use scare tactics to frighten students.

Since AIDS is primarily a sexually transmitted disease, it is most appropriately incorporated into the broader context of human sexuality with the perspective of responsible decision making.

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[1] Wilson, Pamela, and Douglas Kirby. *Sexuality Education – A Curriculum for Adolescents.* Network Publications, Swithbury, 1984.

There are effective methods for preventing and controlling the spread of infection. Students need accurate information to help them make informed choices that will prevent infection and facilitate control of the AIDS epidemic.

1. How Can AIDS Education Be Provided in a High School?

A series of lesson plans on AIDS education have been developed cooperatively by Alberta Education and Alberta Health (see Appendix A).

Method 1: Incorporate the AIDS lessons within the CALM 20 optional module, Human Sexuality

Use the AIDS lesson plans as a basis for lessons on sexually transmitted diseases.

This alternative is appropriate for schools in which all students take CALM 20.

Method 2: Teach about AIDS to all students during three to five designated periods

This transition strategy would ensure that AIDS education is provided to all students, with some timetabling alternatives.

a) Offer the three to five classes on consecutive days. Although this may be the easiest alternative to implement, there is limited time for students to integrate the information.

b) Offer the classes on the same day of the week for three to five consecutive weeks. This would allow time to integrate the information and to do appropriate research or assignments.

Method 3: Incorporate the information on AIDS on an ad hoc basis in related curriculum areas (biology, personal living skills, science, social studies)

Although there would be limited disruption to classes, there is no assurance that all students would be provided with AIDS education.

2. What Ideas Are Helpful when Dealing with the Topic of Sexually Transmitted Diseases?

- Inform students, about a week in advance of AIDS education, that the topic will be presented. This will prepare the students and assist in reducing their anxiety.
- Prepare a question box and arrange for a supply of 3½" x 5" filing cards seven to ten days before AIDS education commences. Encourage students to write questions on the cards so that the questions can be reviewed and researched before the classes begin. The question box could also be available during the classes.
- Be sensitive to the possibility that a student(s) could have AIDS or some other sexually transmitted disease, or know someone who is afflicted with a sexuality transmitted disease.
- Ensure that students are aware of the AIDS Information Hotline 1-800-772-AIDS.

TEACHING ABOUT ABORTION

The issue of abortion must be approached with considerable sensitivity as it may not be an abstract issue for all students. It is important to consider that we live in a pluralistic society and that there is no consensus on the abortion issue. However, parent and community values are important.

Students need the opportunity to learn, discuss and apply information about abortion to become more tolerant and respectful of individual differences. Religious beliefs, personal experiences and accurate information are factors that can influence views on abortion. Abortion is referenced in two authorized resources, *Sexuality: A Responsible Approach*, Chapter 5, student and teacher editions.

The topic of abortion has both moral and legal considerations.

Moral Considerations. Abortion is an issue in our society because individuals have different beliefs about the morality of abortion. Two approaches to this issue are pro-life views and pro-choice views.

People with pro-life views have a moral commitment to protecting the life of the unborn human fetus. They believe that life begins at the moment of conception. People with pro-choice beliefs maintain that a woman has the right to make decisions about her body. These decisions include the choice to have a baby or to terminate a pregnancy.

Beliefs regarding abortion may not easily be characterized and may not be encompassed exclusively in pro-life or pro-choice views. It is important that the range of views considered reflect the range of views in society.

Legal Considerations. The laws that govern abortions in Canada come under federal and provincial jurisdiction. The federal government is responsible for the Criminal Code of Canada which regulates the conditions under which a legal abortion could occur. Before January 1988, abortion was covered under Section 251. Since that time, Section 251 has been struck down as being unconstitutional in that it violates women's rights. At the time of the publication of this manual, a case is expected to be heard by the Supreme Court of Canada which will decide if an unborn fetus is legally a person under the Charter of Rights and Freedoms. It is anticipated that the decision made in this case will set precedent.

The Criminal Code of Canada still retains Section 252 that requires abortions, as well as any other medical procedures, to be conducted by qualified medical practitioners. As well, the supplying of a drug, instrument, or other "noxious thing" to procure an abortion is prohibited.

Provincial governments are responsible for medical care regulations that influence the availability of facilities and the funding for abortions, thereby determining the accessibility of abortions. The provincial regulations vary from province to province and may change depending on the federal government's actions and decisions of the courts.

Current information on the abortion issue may be obtained from the Legal Resource Centre (Faculty of Extension), Trade Centre South, 10049 – 81 Avenue, Edmonton, Alberta T6E 1W7 (423-5732 or 1-800-232-1961).

EVALUATING STUDENT ACHIEVEMENT

Although there is specific information to be learned (anatomy, physiology, S.T.D.s, contraception), the importance of the information base is secondary to helping students build skills in making decisions about sexual behaviour (Objective 3). Therefore, students should be assessed on their ability to apply the decision-making model, to communicate effectively, and to deal with feelings, as well as their knowledge of the many dimensions of human sexuality.

Some samples of evaluation techniques are suggested at the end of this module.

SOURCES OF SUPPORT

1. Authorized Resources

Unless noted otherwise, the following resources are available from the Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9. Telephone number (403) 427-2767. Refer to the LRDC Buyers Guide for prices.

Alberta Health, Education Department. *Sexually Transmitted Disease Teaching Outline and Resource Guide*, 1986. (RECOMMENDED) Teacher Reference. FREE.

The SEXUALLY TRANSMITTED DISEASE TEACHING OUTLINE AND RESOURCE GUIDE (booklet, 61 pp.) has been developed to assist teachers and educators involved in presentation of S.T.D. information to school students or similar groups. Included in the guide is information on sexually transmitted diseases, a sample presentation outline, student learning activities and a list of resources. Available from:

Alberta Health
Education Department, S.T.D. Control
10105 - 109 Street, 4th Floor
Edmonton, Alberta
T5J 1M8
427-7951

Teachers may copy this resource at no charge. (A revised edition is scheduled for publication in October 1988 and will be available through the LRDC.)

Meeks-Mitchell, Linda, and Philip Heit. *Sexuality: A Responsible Approach*. Student Edition and Teacher Edition. Charles E. Merrill Publishing, 1988. (Canadian Edition available October 1988.) (BASIC) Student and (RECOMMENDED) Teacher Reference.

SEXUALITY: A RESPONSIBLE APPROACH (student book, 124 pp., teacher edition, 88 pp.) is divided into six chapters: (1) Responsibilities in Relationships, (2) Reproductive Health, (3) Responsible Sexual Behaviour, (4) Responsible Parenthood, (5) Birth Control, Sterilization, and Abortion, and (6) Sexuality and Self-Protection. Information on reproductive health, contraception, sterilization, and abortion is included along with the development of responsible decision-making and life-management skills. The teacher's edition provides comprehensive lesson plans, blackline teaching masters and chapter tests.

The student book provides comprehensive lesson plans, black-line teaching masters and chapter tests.

Wilson, Pamela, and Douglas Kirby. *Sexuality Education: A Curriculum for Adolescents*. Network Publications, 1984. (RECOMMENDED) Teacher Resource.

SEXUALITY EDUCATION: A CURRICULUM FOR ADOLESCENTS (handbook, 443 pp.) contains teaching activities, lecture notes, assignments and a resource listing, appropriate for sexuality programs. The guide is divided into eleven units by content: Introduction to Sexuality, Communication Skills, Anatomy and Physiology, Values, Self-Esteem, Decision Making, Adolescent Relationships, Adolescent Pregnancy and Parenting, Pregnancy Prevention, Sexually Transmitted Diseases, and Review and Evaluation.

Yarber, William L. *A.I.D.S. What Young Adults Should Know.* **Douglas McIntyre Educational Ltd. Vancouver, B.C., 1987. (BASIC) Student Reference. (In 1987-88, available free of charge on the basis of one per Grade 9 and 11 student through a special project of Alberta Health. Additional copies are available through the Learning Resources Distributing Centre.)**

A.I.D.S.: WHAT YOUNG ADULTS SHOULD KNOW, (Alberta Edition) (booklet, 42 pp.) covers information on what AIDS is and how the virus is spread. Students will learn how to prevent becoming infected with the virus, as well as how to prevent its spread. The goal for students is to follow the prevention guidelines and to develop individual responsibility. A teacher guide accompanies this resource.

Golick, J.H., and Greig, James D. *A.I.D.S.: A Teacher Resource Package*, Globe/Modern Curriculum Press, Toronto Sun Publishing Corporation, Toronto, 1987. (RECOMMENDED)

A.I.D.S.: A TEACHER RESOURCE PACKAGE, 116 pp, is divided into eight lessons: (1) Introduction to A.I.D.S. (2) Biology of A.I.D.S. (3) Disease and Epidemics (4) Sex and Consequences (5) Decision Making (6) Death and Disease (7) A.I.D.S. and the Community (8) A.I.D.S. The Future and the World.

Quackenbush, Marcia, and Pamela Sargent. *Teaching A.I.D.S. – A Resource Guide on Acquired Immune Deficiency Syndrome.* Network Publications, a Division of ETR Associates, Santa Cruz, CA., 1986. (RECOMMENDED) Teacher Reference. (In 1987-88, available free of charge, one per senior high school, through a special project of Alberta Health. Additional copies are available through the Learning Resources Distributing Centre.)

TEACHING A.I.D.S. (booklet, 124 pp.) is a resource guide designed for teachers, youth leaders and health educators. It provides worksheets and teaching plans covering the medical, social and legal aspects of AIDS and suggestions for talking about sexuality in the classroom; troubleshooting tips for teachers; staying updated on AIDS information; and AIDS resource listings.

Greig, James D. *A.I.D.S.: What Every Responsible Canadian Should Know.* Published by Toronto Sun Publishing Corporation Ltd. and Canadian Public Health Association, 1987. (RECOMMENDED) Teacher Reference.

A.I.D.S.: WHAT EVERY RESPONSIBLE CANADIAN SHOULD KNOW has been approved as a teacher reference. It includes explicit discussion of topics that may be sensitive to some individuals.

This Canadian publication offers a thorough explanation about AIDS through the following topics: testing; safe sex; government; women; parents and teachers; workplace; health care worker; and the citizen. The information is presented in a question/answer format. It provides a quick reference for teachers and administrators.

Should teachers wish additional assistance in teaching this module beyond the identified resources, they are encouraged to contact the local health units or Alberta Health.

2. **Teacher Resource Manual – Optional Program**

This document includes a variety of activities designed to assist teachers meet the objectives of the module.

3. **School Support Networks**

If the Human Sexuality module is taught by more than one teacher in the school, it will be valuable to share ideas and resources, and to discuss issues. If you are the only one teaching this module, you may want to contact teachers in other schools who are also teaching human sexuality.

Guidance counsellors and teachers of physical education, psychology, health services and personal living skills courses may also provide support through team teaching, lesson ideas or resource materials.

4. **Community Support Networks**

The following individuals/groups have assisted in the development of this curriculum and expressed willingness to assist teachers in implementing this module:

- Alberta Health: local health units – refer to the CALM 20 Implementation Manual for the list of the health units.
- Reproductive Health and Sexuality Program, Health Education and Promotion, Alberta Health (Edmonton 427-4680).
- Calgary Health Services: Sexuality Division (Calgary 228-7400)
- Sexually Transmitted Disease Clinic (Edmonton 427-2834)

5. **Parental Support**

It is particularly important that parents are informed of the objectives, context, and resources that will be used in this module.

They need to be confident that their values and decisions are respected. If they are encouraged to become involved in the CALM curriculum (possibly as discussion leaders, guest speakers or resource people) or are well informed about what is taught they can provide valuable support, encouraging the student to discuss topics at home. One strategy for ensuring parents are informed is to hold a meeting prior to the beginning of the school term or early in the school year. Following is a suggested outline for such a meeting.

Purpose of Meeting

- provide an opportunity to meet the teacher(s)
- provide an opportunity to review and/or select resources
- identify parental values and concerns
- encourage parental support
- outline programs on a unit/daily basis

Procedure

- Send out letters of invitation at least two weeks ahead of time with a portion to be returned stating whether or not the parent(s) will be attending. This helps to insure that the letter is received by parents and gives the teacher an idea about the number of handouts to prepare.

- Invite an administrator to be present. Since board approval is required to offer the program, having an administrator present gives the teacher support and helps parents recognize that the decision to teach about sexuality is a school board and system board decision, not just the teachers'. There may also be questions the parents want to ask, which would be more appropriately answered by this person.

- Have a display of student and teacher resources.

- Set an agenda (2 hours)

  - Introduction (10 minutes)
  - Overview of CALM curriculum (10 minutes)
  - Overview of curriculum (15-20 minutes). A one-page handout might be helpful
  - How the course will be taught: methods, process teaching (10 minutes)
  - Sample activity and a discussion (20-30 minutes)
    Alternative: show a film or video from the recommended resources
  - Review of resources (10 minutes)
  - Questions and answers (20-30 minutes)
    (If teacher plans to use a question box for the students, this is an ideal time to introduce it. Give the same directions to parents that you would to students. Parents, too, often feel threatened by asking questions directly.)
  - Wrap-up (5 minutes).

Future Meetings

- Invite community groups to be involved, or have displays of their materials (e.g., public health unit).

- Have student-parent debate/panel.

OUTLINE OF LEARNING EXPECTATIONS

SUB-THEME 1: SELF-MANAGEMENT

LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	NOTES
The student:			
distinguishes between sex and sexuality	R/U listing, comparing and contrasting	② p. 33; ① pp. 4-6	
* recognizes that individuals' perception and expression of masculinity and femininity differ	U comparing and contrasting	TRM 1-2	
contributes to the development of a comfortable, trusting environment when discussing sexuality issues	S applying	② p. 31	(Appendix B - Glossary of Terms)
uses appropriate vocabulary when discussing sexuality	S applying		

R = Recall; U = Understanding; I = Involvement; S = Synthesis

TEACHER NOTES:

Resource correlations: ① refers to Student Text – *Sexuality: A Responsible Approach*
② refers to Activity in Kirby and Wilson – *Sexuality Education: A Curriculum for Adolescents*

*Identifies those learning expectations which could be taught if human sexuality is included within the 3-credit course

SUB-THEME 2: WELL-BEING

LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	NOTES
The student:			
has accurate knowledge of anatomy, physiology and is able to apply terms appropriately when discussing human sexuality	R labelling	② p 91 ② p 89 ① pp 23-37 ③ pp 21-26	
recognizes the importance of making informed choices on personal health care, specifically in the area of reproductive health:	U/I summarizing, predicting, deciding	① pp 43-46 ① p 78-88 ② p 349	
* – unplanned pregnancy		② p 350	
* – alcohol and drug usage		① pp 47-55	
* – sexually transmitted diseases		② p 329	(Appendix A)
* – contraception		③ pp 67-68	
* identifies health practices for maintaining individual health	I/S deciding, associating	① pp 31-37	(Appendix A)

R = Recall; U = Understanding; I = involvement; S = Synthesis

TEACHER NOTES:

Resource correlations: ① refers to Student Text – *Sexuality A Responsible Approach*
② refers to Activity in Kirby and Wilson – *Sexuality Education A Curriculum for Adolescents*
③ refers to Teacher Edition – *Sexuality A Responsible Approach*

*Identifies those learning expectations which could be taught if human sexuality is included within the 3-credit course

SUB-THEME 3: RELATIONSHIPS

LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	NOTES
The student:			
examines attitudes about social and sexual relationships (e.g., platonic, dating, extended family)	I describing feelings, preferring and valuing	② p. 245 ① pp. 10-13	
identifies the range of behaviours that are encompassed by the term sexual activity	U summarizing	TRM 1-5	
* recognizes that social and sexual relationships involve: – different levels of intimacy – varying commitments and expectations – varying degrees of choice – responsible decision making – open communication – varying degrees of trust	U comparing and contrasting	TRM 1-5 ① pp. 8-9, 17-19, 44, 90-91 ② p. 257 ② p. 265 ② p. 267	
identifies available support systems that deal with issues related to human sexuality: – peers – family – community agencies	I/S deciding, associating	② p. 65 ① pp. 10-11	

R = Recall; U = Understanding; I = Involvement; S = Synthesis

TEACHER NOTES:

Resource correlations: ① refers to Student Text – *Sexuality: A Responsible Approach*
② refers to Activity in Kirby and Wilson – *Sexuality Education: A Curriculum for Adolescents*

*identifies those learning expectations which could be taught if human sexuality is included within the 3-credit course

SUB-THEME 3: RELATIONSHIPS (continued)

LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	NOTES
The student:			
distinguishes between friendship, infatuation and love	I/U comparing and contrasting	① pp 6-7, 11-12	
* examines the value of maintaining a balance in one's relationships	I preferring and valuing, deciding	① pp 10-13 ② p 243 ② p 244	
understands some of the factors/pressures that may lead to sexual activity	U hypothesizing, predicting	TRM 1-7 ① pp 45-46 ② p 305 ② p 307 ① pp 17-19 ① pp 42-43 ③ p 38	
internal pressures:			
* – changes due to puberty (physical, emotional, mental)			
* – physical responses			
external pressures:			
* – peer pressure			
* – family/societal			
* – lifestyle choice			
* – alcohol and drug usage			

R = Recall; U = Understanding; I = Involvement; S = Synthesis

TEACHER NOTES:

Resource correlations:
① refers to Student Text – *Sexuality: A Responsible Approach*
② refers to Activity in Kirby and Wilson – *Sexuality Education: A Curriculum for Adolescents*
③ refers to Teacher Edition – *Sexuality: A Responsible Approach*

*Identifies those learning expectations which could be taught if human sexuality is included within the 3-credit course

SUB-THEME 3: RELATIONSHIPS (continued)

LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	NOTES
The student:			
develops an awareness of how sexual messages are communicated	U comparing and contrasting	② p 214 TRM Activity 1-3 ②p 309	
identifies ways to cope with pressures that can lead to sexual activity	S generating, applying	TRM 1-3 ① pp 46, 77	
* evaluates the responsibilities and consequences that may result for oneself and partner when a choice has been made to be sexually active: – contact STD – choice to use contraceptives – choice to marry – unplanned pregnancy – choice to cohabit	I deciding, preferring and valuing	TRM 1-6 ① pp 77-88 ② p 353 ② p 335 ① p 81 ① p 14	(Appendix A)

R = Recall; U = Understanding; I = Involvement; S = Synthesis

TEACHER NOTES:

Resource correlations: ① refers to Student Text – *Sexuality A Responsible Approach*

② refers to Activity in Kirby and Wilson – *Sexuality Education A Curriculum for Adolescents*

*Identifies those learning expectations which could be taught if human sexuality is included within the 3-credit course

SUB-THEME 3: RELATIONSHIPS (continued)

LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	NOTES
The student:			
builds techniques for communicating effectively and managing stress related to social or sexual relationships:	S generating	TRM 1-3, 1-4 ① pp 13, 16	
- ending relationships - loneliness - saying no		① pp 9, 46, 92 ② p 311	
recognizes the existence of sexual exploitation and discusses social/emotional effects:	R/U/I describing feelings, observing, comparing, and contrasting	② p 271 ① pp 95-105	
- sexual assault - pornography - family violence		① pp 97 98 ② p 270	

R = Recall; U = Understanding; I = Involvement; S = Synthesis

TEACHER NOTES:

Resource correlations: ① refers to Student Text - *Sexuality: A Responsible Approach*
② refers to Activity in Kirby and Wilson - *Sexuality Education: A Curriculum for Adolescents*

SUB-THEME 4: WITHIN THE WORKPLACE

LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	NOTES
The student:			
* recognizes how sex stereotyping occurs	U summarizing	TRM 1-8 *Still Killing Us Softly* (Videotape)	
* examines the impact of sex stereotyping in the work environment and on career	U/I summarizing, deciding		
develops strategies for resolving problems resulting from sex stereotyping and sexual harassment	S creating, generating	① p. 96 ② p. 270	

R = Recall; U = Understanding; I = Involvement; S = Synthesis

TEACHER NOTES:

Resource correlations: ① refers to Student Text – *Sexuality: A Responsible Approach*
② refers to Activity in Kirby and Wilson - *Sexuality Education: A Curriculum for Adolescents*

*Identifies those learning expectations which could be taught if human sexuality is included within the 3-credit course

SUB-THEME 5: CHOICES AND CHALLENGES

LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	NOTES
The student:			
* recognizes that sexual decisions can define lifestyle	U summarizing	TRM 1-9 ① p. 90	
identifies options to unplanned pregnancy	I/S generating, deciding	① pp. 72-73	
- marriage - adoption (private/public)			
- abortion		① pp. 88-89	
- single parenting - shared parenting - cohabitation			
* recognizes the responsibilities and commitment involved in parenting	I deciding	TRM 1-9 ② p. 287 ① pp. 59-60, 72-73	
- impact on lifestyle, career/life planning - needs of young children - needs of parents		① p. 11 ① p. 72 ② p. 279 ② p. 280 ② p. 283 ② p. 297	

R = Recall, U = Understanding, I = Involvement, S = Synthesis

TEACHER NOTES:

Resource correlations: ① refers to Student Text – ***Sexuality***: *A Responsible Approach*
② refers to Activity in Kirby and Wilson – ***Sexuality Education***: *A Curriculum for Adolescents*

*identifies those learning expectations which could be taught if human sexuality is included within the 3-credit course

SUGGESTED ACTIVITY 1–1: ANALYSIS OF POPULAR MUSIC

Purpose: Curriculum Correlation: All Themes

One of the most important facets of an adolescent's lifestyle is music. Since much of the music available is based on sexuality, love, infatuation, masculinity, femininity, and so on, this project will help them analyze some of the messages of their music.

Materials: record, compact disk or tape player; tapes, compact disks brought by students

Time: 20-30 minutes weekly throughout the module

Procedure

1. At the beginning of the unit, tell the students to choose one song (limit of five minutes) that gives them a message about any of the themes in the sexuality module. The student must write out the words ahead of time and give them to the teacher. Over the course of the unit, a set time will be devoted to hearing and discussing the songs.

   Also, the teacher will need to know ahead of time what songs are on tapes, records, or compact disk, so that the necessary equipment is available.

   As an alternative, at the teacher's discretion, videos of songs or poems could also be used. In each case, the teacher should preview the material.

2. The students will listen to the songs and give their perception of what the message is. It is best to have a short discussion after each song rather than listen to the songs all at once.

Caution

- Make sure you limit the time, or some enthusiastic students will have many songs.
- Reviewing the words ahead of time insures that inappropriate material is not used.
- If the teacher feels that discussion of each song would take too long, a form could be used asking for the following information.

  Name of Song
  Message (your perception) – three lines
  How do you feel about the message? – three lines

A discussion could be held at the end of the allotted number of songs, or the form could be submitted.

Although hearing all the songs may take some time (average song lasts for three minutes), it does encourage students to be aware and critical of what they are listening to.

SUGGESTED ACTIVITY 1–2: DEFINING MASCULINITY AND FEMININITY

Purpose: Curriculum Correlation

Self-Management

> *recognizes that individuals' perception and expression of masculinity and femininity differ.*

Materials: magazines, scissors and paper

Time: 40 minutes to do collages
20-40 minutes for discussion

Procedure

1. Tell students that from the magazines they are to cut words and pictures that express their views of masculinity and femininity. They should make two collages – one for each word.

2. After collages are completed, students should be organized in groups of four or five (males and females mixed) to discuss their collages. After sharing within the groups, the class should discuss where their ideas of masculinity and femininity come from. The teacher will want to elicit responses such as from the TV, movies, parents, siblings, friends, etc. Are the perceptions accurate? Fair? Why, or why not?

Personal Reflection – for journals or as a hand-in assignment.

- Look at the collage you have created for your sex. Do you see yourself in this way? Do you want to be judged by these standards?
- Look at the collage you have created of the opposite sex. Do the people you know look like this? Do they 'measure up' to your idea of masculinity or femininity?
- Identify some characteristics from both collages that you see yourself as having or would like to have.

SUGGESTED ACTIVITY 1–3: PRESSURE LINES

Purpose: Curriculum Correlation

Relationships

develops an awareness of how sexual messages are communicated

identifies ways to cope with pressures that can lead to sexual activity

builds techniques for communicating effectively and managing stress related to social or sexual relationships

Materials: Activity Sheet 1–3 "Pressure Lines" (Sample Responses)

Time: 40-60 minutes

Procedure

1. Explain to students that one of the reasons people sometimes engage in sexual activities is because, although they had not intended on doing so, they didn't know how to say no. This is particularly true of intercourse. Tell them it is important that they express their feelings constructively (Self-Management – Sub-Theme 2: Feelings). Perhaps a review of what has been discussed in Sub-Theme 1 – Communication, will be necessary. If so, add that time to the 40 minutes allocated for this lesson.

2. Hand out the "Pressure Lines" activity sheet. Go over the examples with the students. Tell them they will have 15-20 minutes to work on the sheets individually. Remind them of the advantages of being assertive.

3. When they have completed the exercise, put them in groups of four or five to share answers. As a group, they could decide what is the best answer, or develop a new one by combining some answers (20 minutes).

4. Each group could then report to the class. Since many answers will be similar, have each group take turns.

   e.g., "Group 1, please give your answer to the third pressure line. Does any group have a different answer?"

Caution

The teacher's response sheet should not be assumed to be the "correct" answers. Students may have as good as or better responses. The teacher's sheet should be used only as a last resort.

ACTIVITY SHEET 1-3: PRESSURE LINES

SAMPLE PRESSURE LINES	POSSIBLE RESPONSES
1. Everybody's doing it.	1.
2. If you love me, you'll have sex with me.	2.
3. If you won't have sex with me, I won't see you anymore.	3.
4. I know you want to do it. You're just afraid of what people will say.	4.
5. Come on! Grow up! You can't be a kid forever.	5.
6. Let's do it. You know I want to marry you someday.	6.
7. We had sex once before, so what's the problem now?	7.
8. You don't want people to think you're not a real man (woman).	8.
9. Don't you want to try it to see what it's like?	9.
10. But I have to have it!	10.
11. If you want to be popular with the kids at school . . . you'll do it.	11.
12. If you get pregnant, I'll marry you.	12.
13. You want it as much as I do.	13.
14. You've gotten me all excited. If you love me, prove it.	14.
15. Come on. Try me. I'll be the best you've ever had.	15.
16. Come on, take a drink. It will get you in the mood.	16.
17. If you don't, someone else will.	17.
18. A lot of your friends are doing it. You're just not with it.	18.

ACTIVITY SHEET 1–3: PRESSURE LINES (Sample Responses)

SAMPLE PRESSURE LINES	POSSIBLE RESPONSES
1. Everybody's doing it.	1. "Well, I'm not everybody, I'm me. Besides, I don't really believe everybody is doing it. I think it's a lot of talk."
2. If you love me, you'll have sex with me.	2. "If you love me, you'll respect my feelings and not push me into doing something I'm not ready for."
3. If you won't have sex with me, I won't see you anymore.	3. "Well, if that's the way you feel, I'm going to miss seeing you, but that's the way it's gotta be."
4. I know you want to do it. You're just afraid of what people will say.	4. "If I wanted to do it, I wouldn't be arguing with you about it."
5. Come on! Grow up! You can't be a kid forever.	5. "Having sex doesn't mean you're grown up. To me, being grown up means deciding what I believe and then sticking to those beliefs."
6. Let's do it. You know I want to marry you someday.	6. "Marriage is a long way off for me. I don't know who I'll want to marry."
7. We had sex once before, so what's the problem now?	7. "I have a right to change my mind. I've decided to wait until I'm older to have sex again."
8. You don't want people to think you're not a real man (woman).	8. "Having sex doesn't prove you are a man (woman). It's not for me right now."
9. Don't you want to try it to see what it's like?	9. "I think that's a pretty poor reason to have sex. There are too many risks just to find out what it's like. No thanks."
10. But I have to have it!	10. "No you don't. I know that nothing will happen to you if you don't have sex. If I can wait, so can you."

ACTIVITY SHEET 1–3: PRESSURE LINES (Sample Responses) (continued)

SAMPLE PRESSURE LINES	POSSIBLE RESPONSES
11. If you want to be popular with the kids at school . . . you'll do it.	11. "I don't have to depend on sex to be popular. People like me because of the kind of person I am."
12. If you get pregnant, I'll marry you.	12. "I don't want to risk getting pregnant, and I'm not ready to get married."
13. You want it as much as I do.	13. "No, I really don't. When did you start reading minds? I've got a lot of plans for my life and I don't want to mess things up by getting pregnant."
14. You've gotten me all excited. If you love me, prove it.	14. "Having sex doesn't prove you're in love. I don't want to have sex right now."
15. Come on. Try me. I'll be the best you've ever had.	15. "The best for me, right now, would be to wait."
16. Come on, take a drink. It will get you in the mood.	16. "No thanks. I don't want to get drunk and not know what I'm doing."
17. If *you* don't, someone else will.	17. "O.K. I guess you should go and find that person!"
18. A lot of your friends are doing it. You're just not with it.	18. "What my friends decide to do is their business. I've decided to wait. That's my decision."

SUGGESTED ACTIVITY 1–4: HANDLING RELATIONSHIPS

Purpose: Curriculum Correlation

Relationships

builds techniques for communicating effectively and managing stress related to social or sexual relationships:

- *ending relationships*
- *loneliness*
- *saying no.*

Materials: Activity Sheet 1-4 "Role Play Situations"

Time: 60-80 minutes

Procedure

1. Introduce the difficult nature of the task (purpose). One of the hardest things for anyone to do is to end a relationship with the least possible pain and hurt. A review of the skills from other modules would be helpful (i.e., Self-Management – constructive expression of feelings and relationships; constructively resolving conflict).

   Since relationships are based on mutual respect and trust, it can be very difficult to change the relationship and at the same time ensure that respect is still intact. The role plays will give you an opportunity to practise dealing with this issue.

2. Have students role play the situations on Activity Sheet 1-4. This can be done in various ways.

   - Students could be placed in small groups with each small group selecting or drawing one situation and role playing it.

   - Teacher could read out each situation and, individually, students could write down what they would do. These responses could be shared in the large group.

Follow-Up

Students could use the "Analysis of Classroom Activity" (*Teacher Resource Manual – Core Program*, p. 45).

Select one or two students to evaluate each role play. The evaluators' comments will give the teacher and those involved in the role play an idea of how well they projected their views.

Have students write some additional role plays that could be used for situations.

ACTIVITY SHEET 1–4: ROLE PLAY SITUATIONS

1. Your best friend has been flirting with your girl/boy friend any time the three of you are together. You feel uncomfortable and decide to talk to your best friend about this.

2. Someone you met in your CALM class is giving you non-verbal messages that they are interested in you. You like them as a person but do not want to date them. How can you convey this?

3. You have been dating someone for two months and have found you are bored with their company. You realize continuing to see them isn't fair as this person is getting more serious.

4. You had a crush on 'this person' for several months and they finally asked you out. After five dates you realize you would like to become more closely involved.

5. You have been dating someone for awhile and he/she suggested they want to date you exclusively. You do not want this.

6. A person you like very much would like to be sexually involved with you (which would include intercourse). This is not what you want.

7. In a previous relationship, you were sexually involved. This was not a positive experience for you and the relationship ended. Your current boy/girl friend is aware of what happened and is now putting pressure on you to be sexually involved. You like this person but do not want that level of involvement or commitment.

8. You have tried to break up with your current boy/girl friend. Every time you mention it they plead with you to reconsider. You don't want to hurt them, but they are so suspicious and possessive, you feel you have to end the relationship.

9. You broke up with your boy/girl friend a month ago. Since then you have felt very lonely because you were a 'couple' for a year and didn't see much of your other friends. Your ex has called a couple of times and you know he/she is still interested in you. This is not really what you want. You decide to talk to your closest friend about it.

10. You were involved in a relationship in which you felt used. You liked the person but realized there was too much fighting and the relationship wasn't worth it. You ended the relationship, but now that person is calling you asking for another chance. They tell you they'll change. You have doubts, because they have said this before many times.

SUGGESTED ACTIVITY 1–5: SEXUAL BEHAVIOUR

Purpose: **Curriculum Correlation**

Relationships

identifies the range of behaviours that are encompassed by the term sexual activity

recognizes that social and sexual relationships involve

- *different levels of intimacy*
- *varying commitments and expectations*
- *varying degrees of choice*
- *responsible decision making*
- *open communication*
- *varying degrees of trust*

Materials: large sheets of paper (if done in groups)
blackboard (if done as a whole class)

Time: 40 minutes

Procedure

1. Have students brainstorm the behaviours they see as encompassed by the term sexual activity (e.g., kissing, petting, intercourse, masturbating).
2. Have students brainstorm or list different types of situations in which those behaviours (e.g., casual dating, going steady, engaged, married, alone) would be displayed.
3. Have students individually list each behaviour and the situation in which they might see themselves engaged (e.g., petting if they were going steady, intercourse if they were married). Note that they should feel it is acceptable to say they would not be involved in certain behaviour.

Personal Reflection

- What does this tell you about yourself?
- What do you want out of a relationship?
- What commitment do you want from the other person for each of these behaviours?
- What expectations might the other person have of you if you engage in this sexual activity?

SUGGESTED ACTIVITY 1–6: DECISION MAKING

Purpose: Curriculum Correlation

Relationships

evaluates the responsibilities and consequences that may result when a choice has been made to be sexually active.

- *contact STD*
- *choice to use contraceptives*
- *choice to marry*
- *unplanned pregnancy*
- *choice to cohabit.*

Time: 30 Minutes

Procedure

1. If the class is equally divided between males and females, this is a good opportunity to assign "couples" one area to look at. Each person will evaluate how they will be affected by this particular situation. In a class that is largely made up of one sex, randomly assign male and female roles and then "couple" them.
2. Since more than one couple will look at each area, the couples could become groups and share ideas.
3. The groups can then make a presentation to the whole group.

Discussion Points

- What are the consequences of sexually active behaviour?
- What are our responsibilities to each other?

Alternative Procedure

Assign roles individually and have students look at the consequences and responsibilities:

e.g., Male – You have discovered you have gonorrhea.
Female – You would like to be on the birth control pill.

SUGGESTED ACTIVITY 1–7: PRESSURE POINTS

Purpose: Curriculum Correlation

Relationships

understands some of the factors that may lead to sexual activity

- *internal pressures*
- *external pressures*

Time: 40 minutes

Procedure

1. Brainstorm internal and external pressures that may lead to sexual activity.

   Examples of Pressures:

   Internal – emotional, physical, mental
   External – peer pressure, family/society, lifestyle choice, alcohol and drug use.

   Divide the class into six groups, assigning each group one internal or external pressure that may lead to sexual activity. Ask them to identify as many as possible of the real causes of the pressure. Their answers should be put on large pieces of paper that can later be pinned to the wall.

2. After the group work, tape the sheets of paper around the room so that everyone can see and discuss them.

3. After the group activity and personal reflection, a summarizing discussion on the effect of these pressures on one's self-esteem would be appropriate.

Personal Reflection

Have each student read the sheets and then write responses to the following questions (journal):

- In areas other than sexual activity, how have I allowed some pressures to influence my behaviour? Give examples.
- What pressures might cause me to be more sexually active than I might want to be?
- What effect would this have on my self-esteem?

SUGGESTED ACTIVITY 1–8: SEX STEREOTYPING

Purpose: Curriculum Correlation

Within the Workplace

recognizes how sex stereotyping occurs

Time: 30 minutes

Procedure

Give students a list of chores that are done around the home (as shown to the right). Encourage them to add additional chores that are done in their homes. Have them check off who does those chores in their home. Ask a parent for this same information: Who did these chores in their home when they were teens?

Discussion Points

- How do things that happen at home affect sex role stereotyping? How would this affect our ideas of sex roles at work?
- Do you think things have changed over the last generation?
- Will these changes in the home affect sex stereotyping at work? If so, what change would you anticipate?

Chores	Your Home		Parents' Homes (when they were teens)	
	Male	Female	Male	Female
Do dishes				
Do laundry				
Mow lawn				
Vacuum				
Wash floors				
Clean bathrooms				
Change oil in car				
Clean garage				
Take out garbage				
Buy groceries				
Dust				
Water plants				
Shovel snow				
Garden				
Keep accounts				
Pay bills				

SUGGESTED ACTIVITY 1–9: LIFE SPAN AND SEXUAL DECISION MAKING

Purpose: **Curriculum Correlation**

Choices and Challenges

recognizes that sexual decisions can define lifestyle

recognizes the responsibilities and commitment involved in parenting

- *impact on lifestyle, career and life planning*

Material: page in their notebook

Time: 40 minutes

Procedure

1. Students should take a page from their notebook and write in their birth date and the age at which they think they will die. According to the Insurance Bureau of Canada, life expectancy is 73 years for males, 80 for females.

2. Have students mark off age brackets in equal blocks.

3. Students then identify their current age on the life line. As each of the following additions are made to the life line, it is important that they share answers with the whole class. It gives students a different perspective on others' plans, goals, and so on.

4. Mark the age at which they intend to finish their schooling and when they will begin the job they hope to have.

5. Identify the age at which they might choose to marry (not everyone will choose to marry).

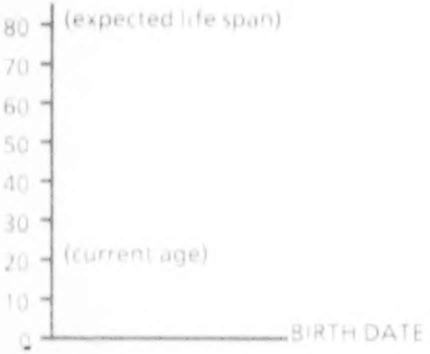
6. Identify the age when they would like to have their first child and their last child. Identify how many children they would like to have. Block off this time.

7. Have them name one special thing they would like to do in their lifetime? Mark off the age at which they would prefer to do this.

8. Finally, have them write in the words "I am a parent" at age 16 on the life span chart. Have students individually answer the following questions:

   - What would this do to your projected life line?
   - What immediate changes can you anticipate?
   - Which things might be delayed or not happen at all?
   - How would you feel if this happened to you?
   - How might you feel at age 32 and you have a 16-year-old child?

Sample Life Line



ADDITIONAL SUGGESTED ACTIVITIES

SUB-THEME 1: SELF-MANAGEMENT

- One of the most difficult tasks when discussing sexuality is to encourage students to use the proper terminology without a lot of giggling, snide remarks or rude jokes. One way of doing this is to acknowledge that you are aware of all the slang terms that are used.

  Point to your elbow or your head or foot and ask students to tell you what word is used to describe that part of the body. You may get two or three words. Then tell the students that, for some reason, when we refer to the reproductive organs or sexual intercourse, there are many other terms used. Tell them you will be passing out three sheets of paper, each having a word on it: vagina, penis, intercourse. They can write all the words they have heard or are commonly used as slang that mean or refer to that word.

  When all the sheets have gone around the room, you will collect them with the class. There will be a lot of giggling, and laughing as the exercise is being done, and when you read the other terms out. At the completion of the reading, make a statement to the effect, "These words are used sometimes because we don't feel comfortable using the correct terms. In this class, they are not acceptable because they are sometimes degrading (give examples) and sometimes don't accurately describe the activity (give examples). In class, we will use the correct terms so everyone will know exactly what we are referring to. Furthermore, this will allow us to communicate more effectively and help us feel more comfortable with our own sexuality.

  This may seem an unorthodox way of dealing with the subject matter, but in the long run it cuts down on rude remarks, jokes, and so forth.

- Have students complete the following sentences:

  Sexuality is
  Sex is
  To be a man is
  To be a woman is
  My sexuality is

- QUESTION BOX - In order to develop a comfortable, trusting environment, students need to know that they can ask questions. However, in this module, students often feel uncomfortable asking questions in class because they do not want to appear foolish to their peers. If they have the opportunity to ask questions anonymously, they may feel more comfortable. At the end of each class, or as often as the teacher feels it is necessary, the students are asked to write any questions that they have about that day's lesson. It should be required that all students write something down and hand it in. Those who don't have any questions may write what they learned that day that they hadn't known before. Those who claim to know everything can make a statement, in writing, that reinforces something they already knew. This way, those who have questions will not be readily identified.

  The teacher collects and reviews all pieces of paper in the box. The next day's lesson can begin with answering the questions and making comments about the things students learned. For those questions that did not concern that day's lesson, or will be covered later, a comment should be made such as, "There were a couple of questions about _______ (S.T.D.'s, anatomy, birth control, and so on) and we will soon be having lessons specifically about these. However, if you feel this question has to be answered immediately resubmit it in

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today's question box. Put URGENT on it, and I will deal with it. You may also come to see me after class (or at noon-hour or whenever is convenient) and I will answer it personally."

As the unit progresses, the teacher will find that the students will feel more comfortable and are more willing to ask questions in class. When this stage is reached, there will be less questions in the question box. However, continue to use it for those questions that aren't asked in class. It also gives the teacher an idea of the concerns students still have.

SUB-THEME 2: WELL-BEING

- Divide the class into groups and assign them one of the following areas:

  - unplanned pregnancy
  - alcohol and drug usage
  - sexually transmitted diseases
  - contraception

  Have them identify some of the health concerns. Have them suggest where people can go for help (community resources) and how some of these problems could be avoided (preventative measures).

- Arrange for guest speakers and/or panel discussions (family planning, parents, sexually transmitted diseases, fetal alcohol syndrome, unwed mothers).

  Although some students will have learned about S.T.D.'s and contraception in Theme V of the Grade 9 Health and Personal Life Skills curriculum, this will not be true for all students. In this event, such a question sheet similar to those used in that curriculum would be helpful. Refer to the *Health and Personal Life Skills Teacher Resource Manual* (Contraceptive Information p. 207; Sexually Transmitted Diseases, p. 211).

  The information could be presented in several ways:

  - by guest speaker
  - by the teacher as a lecture
  - by having students research answers, individually or in groups.

SUB-THEME 3: RELATIONSHIPS

- Have students brainstorm the things that are important in their life right now. Get at least twenty responses (school, job, friends, hockey, dancing, part-time job, boyfriend, girlfriend, being engaged in sexual activities). Have students pick out and hand in anonymously the five most important things to them as individuals. From the student responses, the teacher should make a list of five or six most common responses and add to these, being involved in sexual activities. (This will not usually be a common response.)

  The next class, the teacher writes the list on the board or gives students a sheet with the ones she/he has chosen and asks them to arrange them individually in order of priority. Students need not indicate their names, but should identify whether the response is from a male or a female. The teacher can then tabulate the results from the class and present the findings.

  Generally, being involved in sexual activities is low on the list of priorities (often last for girls). A discussion could then be held as to why the activities were so ranked. (Self-Management: Sub-Theme – Choices and Challenges.)

- Have students watch a television show of their choice and evaluate the sexual messages communicated by the actors and actresses. The evaluation could be based on the following questions:

  - How do the main characters react to each other?
  - Do they relate a sexual message to you in terms of their behaviour, speech, body language?

SUB-THEME 4: WITHIN THE WORKPLACE

- Divide the class into males and females. Have each group brainstorm what they would consider to be sexual harassment, if these behaviours were directed at them. Once the behaviours are identified, what can they do about them? What would be some of the best ways to handle them? (This could be done as role plays.)

Teacher: Contact the Employment Standards Branch of Alberta Labour and find out how these problems can be handled. Ask for copies of relevant laws or rulings that would be helpful to students.

SUB-THEME 5: CHOICES AND CHALLENGES

- Have a panel of parents discuss their views of parenting. Try to have parents with a variety of parenting experiences; e.g., parents with babies, parents with young children, parents with school-age children, parents of teenagers, parents of adult teens, grandparents, single parents. Give the parents a few suggestions ahead of time.

Examples:

a) What is the most difficult thing about parenting children of this age?
b) What is the most rewarding?
c) What do you see as your most important responsibility in parenting this age group?
d) If you had one word of advice for parenting this age group, what would it be?

An alternative is to have students interview parents of children of different age groups. Give them questions to ask, similar to those above.

- Guest speakers: someone who teaches parenting classes, prenatal classes; someone who works in adoption services.

- Research topics of interests. Students should present factual information as well as attitudes toward the topic. The research should present all sides of the issue.

This is a good opportunity to involve the school librarian and teachers of other subject areas (English, social studies, law). The librarian could help students with research materials. The English teacher could provide an outline for evaluating research papers that could be adapted by the CALM teacher.

- Students can work individually, in pairs, or in small groups.

- Have them select and research a topic.

- Teacher should outline expectations (length, references, bibliography, format), how marks will be distributed, class time and due date. (Refer to the *Teacher Resource Manual – Core Program*, p.69.)

TOPIC SUGGESTIONS:

Abortion and the Law
Day Care: Whose Responsibility Is It?
History of Birth Control
Onset of AIDS
Pornography and the Law
Prostitution and the Law
Sex Education in Alberta
Sexual Harassment and the Law
S.T.D.'s: What is Being Done in Canada?
Teen Pregnancy in Alberta in the Last 40 Years
Women in the Workplace: Equal Work for Equal Pay

SAMPLE EVALUATION: HUMAN SEXUALITY

SUB-THEMES 1 and 2: SELF-MANAGEMENT AND WELL-BEING

Because these sub-themes contain a great deal of information that should be learned through the process of recall, the recommended resources all contain numerous suitable test questions.

The following are good examples of a variety of evaluation techniques from these sources.

1. Anatomy and Physiology

   Sexuality: A Responsible Approach. Teacher's Guide, pp. 25-28.

2. Contraception

   Sexuality: A Responsible Approach. Teacher's Guide, pp. 69-72.
   Sexuality Education: A Curriculum for Adolescents, pp. 327-328.

3. Sexually Transmitted Diseases

   Sexuality: A Responsible Approach. Teacher's Guide, pp. 40-43.
   S.T.D. – Teaching Outline and Resource Guide. Alberta Health, Pre- and Post-test, pp. 32-35.

SUB-THEME 3: RELATIONSHIPS

Type: Short Answers

1. What are five reasons unwed people might choose to have intercourse?

2. What are the four stages of physical response to sexual stimulation? Explain each briefly.

3. How might the following influence your decision to be, or not to be, sexually active?
   a) peers
   b) parents
   c) use of drugs/alcohol

4. If you and your partner have chosen not to have sexual intercourse, what are three things you can do to help ensure this doesn't happen?

5. If you suspected you had an S.T.D., what are three things you could do to ensure your health and that of others?

6. How can being abstinent be a good decision from the following points of view?
   a) your health (two ways)
   b) your career plans
   c) your self-esteem

SAMPLE EVALUATION: HUMAN SEXUALITY (continued)

7. If you and your partner had decided to use birth control, what are some of the risks involved in the following methods?
    a) rhythm method
    b) vaginal spermicides
    c) condoms
    d) diaphragm
    e) birth control pill
    f) I.U.D.
    g) withdrawal.

8. If you were to have an unplanned pregnancy, what are four alternatives you might consider and what are the positive and negative consequences of each?

9. If you were a victim of one of the following, where could you go for help?
    a) sexual assault
    b) incest
    c) unsolicited pornographic materials
    d) sexual harassment by your employer
    e) job refusal because of your sex

SUB-THEME 4: WITHIN THE WORKPLACE

Type: An Advertisement Analysis

INSTRUCTIONS

1. You are to examine magazine advertisements to determine what the advertiser is selling through direct and indirect messages.

2. You will use three different advertisements from three different magazines; e.g., teen, sports, women's, news magazines.

The assignment will be in four parts, with marks assigned as follows:

2 per ad 6 (total)	1. Paste the ad on a sheet of paper and identify the magazine in which it was found. Then answer the following questions about each advertisement.
2 per ad 6 (total)	2. What qualities of the product is the advertiser emphasizing?
2 per ad 6 (total)	3. To whom is the advertiser directing the message? To men, women, a particular age group, a particular occupation? From the advertisement, what ideas might appeal to that particular group?
4 per ad 12 (total)	4. What two sex role stereotyping messages are suggested in the advertisement? Guidelines for this: a) What are the men in the ad doing? How are they dressed? What are the women doing in the ad? How are they dressed? b) What does the product say about masculinity? Femininity?

Dealing with Crises

SECTION III:

MODULE NO. 2 – DEALING WITH CRISES

SUB-THEMES:

1. Personal Control and Self-Management
2. Pressure Points
3. Maintaining Balance
4. Maintaining Control
5. Choices and Challenges

Student Issues:

- *How can I deal with crises?*
- *How can I stay in control of my life?*
- *How can I get help if I really need it?*

CRISIS

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DANGER **OPPORTUNITY**

MODULE 2: DEALING WITH CRISES

BACKGROUND INFORMATION

Throughout our lives, we all encounter numerous crises that we must learn to deal with. Some of these are natural, predictable and part of the life cycle (life span crises) while others are unexpected and brought about by different events and relationships in our lives (situational crises).

The Chinese symbol for crises shown on the previous page consists of two characters; one represents danger and the other opportunity. The ability to anticipate and prepare for a crisis may allow individuals to change what could be a "dangerous" situation into an "opportunity" for growth and improved well-being. The outcome and long-term effect of the crisis will be largely dependent upon the individual.

Although all people experience similar crises, especially life span crises, we all react and cope with these in a different manner. A crisis for one person can be a challenge to another.

Students leaving school now will probably have to face more change and situational crises due to high unemployment rates, fewer opportunities for technical and post-secondary training, and a rapidly changing work environment.

For students, the ability to cope with the many crises they will encounter and to use some of these as a "turning point" or opportunity for positive gain, is essential for their future.

Students also have to deal with more personal crises (divorce, financial difficulties, unemployment, peer pressure) than ever before. Evidence of students' inability to deal with crises is demonstrated in the incidences of teenage suicide, alcohol and drug abuse, juvenile crime and violence.

Students need to be able to identify some of the life span crises that will be stressful to them and for which they will need to prepare. By developing and practising appropriate skills and techniques, they will be able to transfer skills developed to cope with life span crises to the situational crises that they may experience.

DEFINITIONS

1.	Crisis:	An emotionally significant event or radical change of status in a person's life. A turning point.
2.	Life Span Crises:	Crises that are predictable or anticipated and that occur as part of the life cycle (birth, puberty, death)
3.	Situational Crises:	Crises that are unexpected and occur as a result of changes in the economic, social or political environment (unemployment, natural disasters, family problems, school conflicts, illness).

MODULE OBJECTIVES

The student:

1. develops strategies to cope positively with life span crises
2. develops strategies to cope positively with situational crises.

3. recognizes the significance of self-management in dealing effectively with change and crises.

4. recognizes that as crises occur throughout life, individuals will be affected differently and respond differently.

5. develops an ability to recognize situations that can act as turning points in one's life.

6. recognizes that one's response to change and crisis will affect others.

7. identifies sources of support that can assist individuals to cope with frustrations and pressures.

8. recognizes the importance of providing support for others.

9. builds confidence in the ability to communicate concerns.

10. acquires a knowledge base sufficient to recognize a crisis situation in self and others.

OVERVIEW OF SUB-THEMES

Sub-Theme 1: Personal Control and Self-Management

Students, by reflecting back on their individual skills, interests and aptitudes identified in the Self-Management theme and reinforced throughout the four other themes, learn that they have the resources and ability to cope with the many changes and challenges that they will encounter within their life span. By recognizing that individuals respond to crises in a variety of ways, students can learn alternative ways of coping and develop confidence in their own ability to deal effectively with stress and crises.

Sub-Theme 2: Pressure Points

Students will understand that as individuals grow and develop they will encounter crises that are predictable and inevitable and crises that are unexpected. Different stages of their lives will produce different crises and challenges, some over which they will have no control.

Sub-Theme 3: Maintaining Balance

Students will recognize that the change, risk, loss, frustration, opportunity, success and challenge associated with crises is a natural part of their life cycle. However, they must learn to balance the various elements of their lives and express themselves effectively in order to reduce stress or allow personal issues to remain unresolved.

Sub-Theme 4: Maintaining Control

Although many crises are shared by all people the ability to cope with and go on from these points in our lives will differ. Ways of coping with these crises will be considered and students will have the opportunities to develop and practise these techniques and skills.

Students will also have the opportunity to consider some sources of support and to identify a support system, both personal and professional, that they can access when needed.

Sub-Theme 5: Choices and Challenges

Students will identify some of the crises discussed that would be stressful for them. They will then develop an action plan to deal with one or two of these both in the short-term and the long-term. This would involve considering differing ways of coping with the life span crises and developing their own personal support networks.

IMPLEMENTING THE MODULE

1. How Can This Module be Presented?

The Dealing with Crises module can be presented in various ways. Schools/teachers should use a strategy that is most suited to student needs and resource support. It is recommended that the sub-themes outlined in the Dealing with Crises module be integrated into the required themes of the core Career and Life Management course as appropriate.

NOTE: It is not recommended that this module be presented through independent study. Individuals should work through the learning expectations and activities with peer and teacher support.

2. How Does This Module Relate to the CALM Core Curriculum?

This module is designed to complement the compulsory, 3-credit Career and Life Management course.

All of the themes in the core portion of the Career and Life Management course include learning expectations that complement this module.

Theme A: Self-Management

As students assess their attitudes and aptitudes they will be able to recognize that they have and can improve personal skills to help them deal with crises they will face. A student's skills, ability to deal with feeling, understanding of self, and decision-making skills are critical to their ability to cope with stress and handle crises.

Theme B: Well-Being

Students will develop strategies that will allow them to recognize the importance of personal health and a balanced lifestyle in building the capacity and flexibility to cope with crises that may occur.

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Theme C: Relationships

Developing skills in dealing with others will help students cope with crises by improving interpersonal interaction as well as recognizing potential support when crises occur.

Theme D: Careers and the World of Work

As students begin to prepare for future occupations and enter the world of work, they need to develop an awareness of the importance of maintaining a reasonable balance in work and leisure and to identify strategies that help them deal with the stress of the workplace, and career development.

Theme E: Independent Living

When a student is moving toward an independent lifestyle, management of personal and financial resources can be a source of stress and crises.

3. How Does This Module Relate to Other School Courses?

Some topics or issues in this module may have been introduced in the Junior High Health and Personal Life Skills course. In particular, students in Grade 9 cover such topics as suicide, unexpected family events, running away and drug abuse. It is important that teachers be aware of what is being taught in this course in order to determine students' entry level.

Other high school courses include topics introduced in this module and will provide students with the opportunity for further study (refer to Appendix A, page 219): Personal Life Skills 10-20-30, Personal Psychology 20, and Religious Studies 15-25-35.

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4. Suggestions for Presenting Dealing with Crises

- Reinforce concept that everyone experiences crises throughout his or her life span.
- Recognize that while change can be stressful it can also be a window of opportunity.
- Incorporate humour as much as possible.
- Recognize and respect personal sensitivities and the need to maintain privacy.
- Be sensitive to individual students who may be in a stressful situation.
- Request professional assistance when appropriate.

SOURCES OF SUPPORT

1. Authorized Resources

Mills, James W. ***Coping with Stress: A Guide to Living***. John Wiley and Sons, 1982. (RECOMMENDED) Teacher Reference.

This comprehensive, 151-page book, describes 20 stages for identifying and reducing stress and how to apply them at home, at work and on social occasions.

Many resources authorized for the core curriculum will also provide assistance with this module. Refer to the *Teacher Resource Manual – Core Program* for further information on these resources.

2. Teacher Resource Manual – Optional

This section includes a variety of activities designed to assist teachers to meet the objectives for this module.

Professional Resources

The following learning resources and/or professional readings have not been evaluated by Alberta Education for tolerance and understanding. Their listing is not to be construed as explicit or implicit departmental approval for use. The titles are provided as a service only, to assist teachers to identify potentially useful support materials for the topics. The responsibility to evaluate these resources prior to use with students rests with the local jurisdiction. The resources designated as BASIC and RECOMMENDED have Alberta Education evaluation criteria.

Books/Articles

Brooymans, Mary Ann, Karen Day, Donna Ridge. "Adolescent Suicide Awareness Training Program." London, Ontario: Canadian Mental Health Association, 1985.

COSAD and Four Winds Hospital. "Teenage Suicide Prevention Intervention Response: A Handbook for Schools", 1984.

Fairfax County School Board. "Adolescent Suicide Prevention Program: A Guide for Schools and Communities." Fairfax, Virginia: The County School Board of Fairfax County, January 3, 1985.

Gordon, Sol. *When Living Hurts*. New York: Union of American Hebrew Congregations, 1985.

A.I.D. Directories

Joan, Polly. *Preventing Teenage Suicide*. New York: Human Sciences Press, Inc., 1985.

Ryerson, Diane M., M.S., A.C.S.W. "'ASAP' – Adolescent Suicide Awareness Program." South Bergen, New Jersey: Lyndhurst and Hackensack, n.d.

Suicide and Crisis Centre, The. "Suicide Prevention Curriculum for Adolescents." Dallas, Texas, 1984.

Audio-Visual

- *Before It's Too Late: A Film on Teenage Suicide*/Walt Disney Studios.
- *Suicide: The Warning Signs*/Centron Films.
- *Urgent Messages*/Magic Lantern.
- *Teenage Suicide: The Crime Families Never Forget*/Visual Education Centre.

Pamphlets

- "Living Through It." Suicide Prevention and Crisis Service (Ithaca, NY).
- "Suicide in Youth and What You Can Do About It." A Guide for School Personnel. A Guide for Students. Merck Sharp and Dohme.
- "Suicide – It Doesn't Have to Happen." Merck, Sharp and Dohme.
- "Suicide Prevention in the Classroom – A Teacher's Guide to Curriculum".
- "Suicide and How to Prevent It." Merck, Sharp and Dohme.

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3. School Support Networks

It is recommended that the school counsellor be contacted and encouraged to become involved when this module is presented. This module is not intended as a group counselling experience. The teacher should be sensitive to situations that may arise and which require professional counselling assistance.

4. Community Support Networks

Students should be aware of the many government private agencies and professional groups that provide support to individuals during times of crisis. Such groups may be willing to share materials, and respond to teacher questions and concerns. In addition to those agencies and associations listed in the *Career and Life Management Manual for Administrators, Counsellors and Teachers*, teachers may wish to contact the Suicide Information and Education Centres (SIEC).

Regional Suicide Information and Education Centres (SIEC)
201, 1615 - 10 Avenue SW
CALGARY, Alberta
T3C 0J7
Phone (403) 245-3900

Suicide Prevention Programs

FORT MCMURRAY
203, 9715 Main Street
T9H 1T5
Phone (403) 743-8605

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GRANDE PRAIRIE
201, 10118 - 101 Avenue
T8V 0Y2
Phone (403) 539-6680

RED DEER
Box 640
T4N 5G6
Phone (403) 342-4966

Canadian Mental Health Associations

CALGARY
201, 723 - 14 Street NW
T2N 2A4
Phone (403) 283-7591

EDMONTON
9th Floor
10050 - 112 Street
T5K 2J1
Phone (403) 482-6091

LETHBRIDGE
200, 505 - 7 Street South
T1J 2G8
Phone (403) 329-4475

MEDICINE HAT
379 Aberdeen Street SE
T1A 0R2
Phone (403) 529-6011

RED DEER
2, 5015 - 48 Street
T4N 1S9
Phone (403) 342-2266

Community Service Connection

EDMONTON

203, 10711 - 107 Avenue
T5H 0W6
Phone (403) 424-3242

Other

Hospice's Societies (Bereavement)
Crises Lines
Child Abuse Hotline, Zenith 1234
Flying Squad

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OUTLINE OF LEARNING EXPECTATIONS

SUB-THEME 1: PERSONAL CONTROL AND SELF-MANAGEMENT

LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	NOTES
The student:			
becomes aware that individuals respond differently to change and challenge	U/I comparing and contrasting, describing	Reaching Out pp. 243-248 Coping with Stress pp. 26-29 TRM 2-1, 2–4	show differences in responding to different challenges and change; cite examples from newspaper, case studies, student reactions to varying situations (e.g., change of home, challenge of new job)
identifies personal skills, characteristics and knowledge that can be applied to resolve problems and to cope with difficult situations	I/S deciding, associating, generating	Coping with Stress pp. 86-90 TRM 2-1, 2-4 Reaching Out pp. 96-97	review abilities, attitudes, communication skills, thinking skills from self-management theme and consider how they can assist in difficult situations explore how special skills, characteristics and knowledge (e.g., assertion skills, sense of humour, information about problem situation) will assist develop a personal inventory of skills, characteristics to cope
recognizes that all individuals can have personal power to adjust, to change, and to cope with problems	R observing	Coping with Stress pp. 105-111 TRM 2–1, 2-4	through sharing of previous learning expectations, students realize ways of improving their ability to cope and to change review concepts discussed in self-management and relationships in regards to change and positive attitudes
understands that individuals identify and deal with stress and crisis in personal terms	U comparing and contrasting	Coping with Stress pp. 11-17 TRM 2-4, 2–11, 2–12 *See also Additional Suggested Activities for the sub-theme, p. 45	a situation can be positive or negative dependent upon an individual's attitude and reaction cite examples among students

R = Recall; U = Understanding; I = Involvement; S = Synthesis

TEACHER NOTES:

SUB-THEME 2: PRESSURE POINTS

LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	NOTES
The student:			
identifies stages in the life cycle that produce change	R/U observing, hypothesizing	SIEC Resource Centres, CMHA, Crisis Lines TRM 2-5	infancy, childhood, adolescence, young adult, middle years, senior years
recognizes that each life stage involves different challenges and potential crises which may or may not be controllable by the individual	U/I comparing and contrasting, deciding	TRM 2-5	infancy (illness, accident, abuse, working parents, divorce, single parents) childhood (illness, accident, abuse, school difficulties, physical, mental, emotional accomplishments) adolescence (puberty, dating, graduation, school difficulties, alcohol and drug abuse, career planning) young adult (university, technical training, marriage, career advancement, leaving home, travel, independence, financial independence) middle years (pregnancy, divorce, death of spouse, moving house, career advancement, change/veer) senior years (retirement, senility, isolation, aging)
identifies and defines various situational crises of an extraordinary and unpredictable nature	R/U listing, predicting	TRM 2-3 TRM 2-12	family conflict, school problems, environmental disasters, break-up of friendship, problem with law, minor illness, drug usage, making a school team

R = Recall; U = Understanding; I = Involvement; S = Synthesis

TEACHER NOTES:

SUB-THEME 3: MAINTAINING BALANCE

LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	NOTES
The student:			
recognizes that life involves change, success, challenge, risk, opportunity, frustration and loss	U observing, hypothesizing	Coping with Stress pp. 18-32 TRM 2-6	if individuals are to grow and mature it is necessary to experience all; consider why risk-taking, change, frustration are necessary and how these can be positive
identifies appropriate balances among various elements of one's life (physical, mental, spiritual, social)	I deciding	Coping with Stress pp. 33-47 TRM 2-7, 2-12	review well-being and elements of well-being reflect on own balance cite examples of appropriate balances
recognizes the serious nature of consequences when inappropriate stress and unresolved personal issues are allowed to continue	U predicting	Reaching Out pp. 264-265 TRM 2-8	consider broad range of consequences family conflict, illness, disease, alcoholism, drug abuse, child and wife/husband abuse, depression, insomnia, suicide, not achieving potential select some of these consequences of specific interest and explore in greater detail
uses effective communication skills to express concerns, problems and feelings	S applying	Reaching Out pp. 75-108 Reaching Out pp. 116-129 TRM 2-8	review communication skills from self-management and relationships practise skills through role plays, case studies

R = Recall; U = Understanding; I = Involvement; S = Synthesis

TEACHER NOTES:

SUB-THEME 4: MAINTAINING CONTROL

LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	NOTES
The student:			
identifies sources of support and/or resources that offer assistance to individuals and/or groups in dealing with crises	U/I deciding	Reaching Out p. 273 Coping with Stress pp. 133-141 TRM 2-1, 2-3, 2-9	general sources of support (agencies, people, organizations) AADAC, Canadian Mental Health, Crisis Hotlines, provincial and federal agencies
identifies a personal and professional support network that can be referenced when needed	I/S deciding, generating	TRM 2–1, 2–9 AID Directories, SIEC, CMHA Suicide Prevention Programs	students identify personal support networks and list specific people, note community agencies and phone numbers
develops personal strategies that can be applied to deal with crises: - assertion skill development - coping - stress management - time management - communication skills	S creating, applying	TRM 2-1, 2-2, 2–12 Reaching Out pp. 243-275 Coping with Stress pp. 66-73 Coping with Stress pp. 93-104 *See also Additional Suggested Activities, p. 100	assertion skills: - what is assertion? - assertion/submission/aggression - assertive rights - practising assertion coping: - anticipate, prepare, develop skills, resolve conflicts stress management (refer to The Two Stress Cycles: p. 96) - what is stress? - identifying stressors - symptoms of stress - coping with stress (relaxation, exercise, biofeedback, meditation, visualization, statements, communication, nutrition, assertion, self-management)

R = Recall, U = Understanding, I = Involvement, S = Synthesis

TEACHER NOTES:

SUB-THEME 5: CHOICES AND CHALLENGES

LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	NOTES
The student:			
identifies positive and negative crises which may be personally stressful	I deciding	TRM 2-10, 2-11 SIEC Resources Centres Host Agencies CMHA Crisis Lines	identify some currently experienced crises; some anticipated: - within six months - within one year - within five years - within twenty years
develops an action plan to deal with one or more stressful situations: - short-term - long-term	S creating, applying	TRM 2-10	from those identified above, develop plan: - suggest support network, skills development, preparation and planning, decision-making skills

R = Recall; U = Understanding; I = Involvement; S = Synthesis

TEACHER NOTES:

SUGGESTED ACTIVITY 2-1: YOUTH ADAPTATION SCALE

Purpose: Curriculum Correlation

Personal Control and Self-Management

becomes aware that individuals respond differently to change and challenge

identifies personal skills, characteristics and knowledge that can be applied to resolve problems and to cope with difficult situations

recognizes that all individuals can have personal power to adjust, to change, and to cope with problems.

Maintaining Control

identifies sources of support and/or resources that offer assistance to individuals and/or groups in dealing with crises

identifies a personal and professional support network that can be referenced when needed

develops personal strategies that can be applied to deal with crises:

- *assertion skill development*
- *coping*
- *stress management*
- *time management*
- *communication skills.*

Materials: Activity Sheet 2-1(a) Youth Adaptation Rating Scale
Activity Sheet 2-1(b) Life Change Index for Young People

Time: 2 x 40-minute periods

Procedure

1. Distribute an activity sheet to each student.
2. Ask them to consider and rate each situation.
3. Ask each student to star (*) the three situations/events most critical to them. Have them tick (√) the three least stressful to them.
4. In small groups, have students reach a consensus on the most stressful and least stressful situations and provide reasons for these.
5. Have each small group report back to the large group.

Discussion Points

- Why are some situations stressful to some students but not to others?
- Some crises we will all share, yet respond and react to differently. What are some of these differences?
- Brainstorm ways to cope with the three stressors identified in No. 3 above.
- Is there a difference between male and female responses? If so, why?
- Is there a difference between responses from different age groups?

Variations

- Teacher or students calculate a class rating for each item. Rate in order from most stressful to least stressful. Discuss.

- Before completing the form, have students predict the most and least stressful.

- Have students' parents complete the form as if they were students and then have them discuss it within the family.

- Reduce number of items.

- Use the Life Change Index for Young People Activity Sheet.

- As an alternative, instead of distributing a list, ask students to develop their own. (A sample number of questions [5-6] might be used as a starting point. Later, a comparison between the students' lists and the "Activity Sheet 2-1(a) Youth Adaptation Rating Scale" could be made.)

ACTIVITY SHEET 2-1(a): YOUTH ADAPTATION RATING SCALE

Instructions: Consider each of the following situations/events. Rate how stressful each of these would be using the following scale.
5 = critical event; 4 = semi-critical event; 3 = moderately critical; 2 = semi-moderate; 1 = mild stress; 0 = not stressful at all

Categories for Describing Degrees of Adaptation

5 = **Critical event in the life of a teenager**, very stressful. Totally demanding. **This would require** a major change in one's life.
4 = **Semi-critical event.** Stressful. This would require a significant **adjustment** in one's life.
3 = **Moderately critical.** This event causes stress, but does not require too **great a change** in one's life.
2 = Semi-moderate. Stress is evident, but the event does not require a difficult adjustment or involve a great deal of mental, emotional or physical strain.
1 = Mild stress. Hardly any stress at all. This would require minor changes without much effort.
0 = Not stressful at all. This would probably require no change at all.

YOUTH ADAPTATION RATING SCALE

- Graduation
- Pet Dies
- Fights with Parents
- Getting Pressure About Having Sex
- Caught Cheating or Lying Repeatedly
- Getting a Major Illness/Injury/Car Accident
- Becoming Religious or Giving Up Religion
- Referral to the Principal's Office
- Getting Acne/Warts
- Trouble Getting a Date When It Was Not a Problem Before
- Problems Developed with Teachers/Employers
- Making Career Decision (College, Majors, Training, etc.)
- Starting to Go to Weekend Parties/Rock Concerts
- First Day of School
- Going on First Date/Starting to Date
- Death of a Parent/Guardian
- Not Getting Promoted to Next Grade
- Getting Caught Using Drugs
- Getting Attacked/Raped/Beaten Up
- Getting a Ticket or Other Minor Problems with the Law
- Parents Getting a Divorce/Separation
- Getting Expelled/Suspended
- Fad Pressure
- Breaking Up with Boy/Girlfriend
- Getting Minor Illness (Cold, Flu, etc.)
- Arguments with Peers/Brothers/Sisters
- Starting to Perform (Speeches, Presentations, Musical or Drama Performances)
- Getting Fired from a Job
- Going into Debt
- Being Stereotyped/Discriminated Against/Having Bad Rumours Spread About You
- Death of a Close Family Member
- Death of a Boy/Girlfriend/Close Friend
- Getting V.D.
- Getting Someone Pregnant/Getting Pregnant
- Taking Finals
- Moving to a Different Town/School/Making New Friends
- Getting a Car
- Trying to Get a Job/Job Interview
- Getting an Award, Office, etc.
- Making a Team (Athletic, Debate)
- Getting Married
- Getting Beat Up By Partners
- Taking the Driver Licence Test
- Getting a New Addition to the Family
- Going to the Dentist or Doctor
- Going to Jail/Reform School
- Starting to Use Drugs
- Getting Braces
- Going on a Diet
- Losing or Gaining Weight
- Changing Exercise Habits
- Pressure to Take Drugs
- Moving Out of the House
- Falling in Love
- Getting a Bad Haircut
- Getting Glasses
- Family Member Moving Out
- Getting a Bad Report Card

Source: Beall, S., Schmidt, G.: Development of Youth Adaptation Scale, Journal of School Health, No. 5, May, 1984, p. 198.

ACTIVITY SHEET 2-1(b): LIFE CHANGE INDEX FOR YOUNG PEOPLE*

Instructions: Consider each of the following events/situations. Tick any that you have encountered in the last six months. In small groups, compare your results.

Death of a parent (or parents)	50	______
Death of a family member (relative)	40	______
Loss of a parent through divorce or separation	35	______
Death of a close friend	30	______
Death of a well-loved pet	28	______
Parents fighting and/or having financial troubles	28	______
Serious health problems: surgery, pregnancy or illness	25	______
Engagement or marriage	25	______
Loss of best friend	23	______
Conflict with parents	23	______
In trouble with the law	22	______
Drug problems or serious behaviour problems	20	______
Depressed, unemployed, in serious financial trouble	19	______
Break-up with boy or girlfriend	19	______
Applying for and starting a new job	18	______
Insecurity or unsure about the future	18	______
Sexual difficulties	18	______
Not part of a crowd	16	______
Lack of privacy	15	______
School pressures, deadlines, or exam pressures, expulsion	15	______
Difficulty in making decisions or in setting educational goals	14	______
Concerns about weight, appearance or identity	13	______
Recent move to a new community	11	______
Minor law violation	10	______
Lack of recognition	9	______
General feelings of frustration	8	______
	TOTAL POINTS	______

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*Developed by Action, B.C., 1600 West 6th Avenue, Vancouver, B.C., V6J 1R3

SUGGESTED ACTIVITY 2-2: ASSERTIVENESS

Purpose: Curriculum Correlation

Maintaining Control

> ***develops** personal strategies that can be applied to deal with crises:*
>
> - *assertion skill development*
> - *communication skills.*

Materials: Activity Sheet 2-2: Assertiveness Questionnaire

Time: 40 minutes

Procedure

1. Students should have prior understanding of differences between aggression, assertion, submission, and of assertive rights. This should be reviewed and discussed.
2. Have students look at the questionnaire and suggest any other assertive rights that they would like to add to the list.
3. Have students individually complete the Activity Sheet: Assertiveness Questionnaire.
4. In small groups, have students compare their questionnaires and determine one common situation in which they feel they have difficulty being assertive. Have them suggest ways of becoming more assertive in this situation.
5. Role play the situation to the class.

Follow-Up

1. Have students select three different situations in which they rated themselves low.
2. Have students develop an action plan to be more assertive.
3. Have students record in the next week any time they managed to progress with their action plan.

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ACTIVITY SHEET 2-2: ASSERTIVENESS QUESTIONNAIRE

Instructions: Consider each of the following situations and rate how assertive you feel you are with each person. Rate yourself on a scale of 0-10 (0 meaning you are totally unable to assert yourself).

SITUATION	BOYFRIEND GIRLFRIEND	TEACHER	EMPLOYER	PARENT	BROTHER/ SISTER	FRIEND
1 STANDING UP FOR YOUR RIGHTS						
2 SAYING "NO" WHEN APPROPRIATE						
3 ASKING FOR ASSISTANCE/HELP/ INFORMATION						
4 GIVING CONSTRUCTIVE CRITICISM						
5 GENERALLY EXPRESSING YOUR FEELINGS						
6 DISAGREEING WITH						
7 ADMITTING YOU WERE WRONG OR YOU DON'T KNOW						
8						
9						
10						

SUGGESTED ACTIVITY 2-3: SUPPORT NETWORK

Purpose: Curriculum Correlation

Pressure Points

identifies and defines various situational crises of an extraordinary and unpredictable nature.

Maintaining Control

identifies sources of support and/or resources that offer assistance to individuals and/or groups in dealing with crises.

Materials: large sheets of paper, Activity Sheet 2–3: With a Little Help from My . . .

Time: 40 minutes

Procedure

1. In small groups, have students brainstorm as many situational crises as possible that they might encounter in the next year.

2. Each small group shares with class and a class list is drawn up. As a large group, organize into categories (e.g., social, psychological, physical, environmental, or family crisis; financial crisis; career crisis; school crisis).

3. Have each large group select one category; research this and determine:

   - suggestions for coping with that type of crisis
   - people who could assist that student (friends, family, etc.), and in what way
   - community agencies/organizations that could help and in what way
   - personal resources (financial, time).

   Allow class time and homework time for this.

4. Report back to large group.

5. Individually, students select five items from the class list that they feel would be most stressful and identify their own personal support system.

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ACTIVITY SHEET 2-3: WITH A LITTLE HELP FROM MY . . .

POSSIBLE SITUATIONAL CRISES	FAMILY (WHO AND HOW)	FRIENDS (WHO AND HOW)	AGENCIES (WHO, WHERE, TELEPHONE NUMBER AND HOW)	COMMUNITY (WHERE AND HOW)	PERSONAL RESOURCES (MONEY, TIME AND CHARACTERISTICS)
1					
2					
3					
4					
5					

SUGGESTED ACTIVITY 2-4: DANGER OR OPPORTUNITY?

Purpose: Curriculum Correlation

Personal Control and Self-Management

becomes aware that individuals respond differently to change and challenge

identifies personal skills, characteristics and knowledge that can be applied to resolve problems and to cope with difficult situations

recognizes that all individuals can have personal power to adjust, to change, and to cope with problems

understands that individuals identify and deal with stress and crisis in personal terms.

Materials: Activity Sheet 2-4: Danger or Opportunity?

Time: 40 minutes

Procedure

1. Have students consider the word crisis as being either a dangerous situation or a turning point.
2. Discuss how different people react differently to similar crises.
3. Have students complete Activity Sheet 2-4: Danger or Opportunity?
4. Discuss in small groups.

ACTIVITY SHEET 2-4: DANGER OR OPPORTUNITY?

Instructions: Consider each of the following crises – suggest ways in which you might let each be a dangerous, stressful outcome (negative reaction) or a turning point or opportunity (positive reaction).

CHANGE	REACTION (NEGATIVE)	REACTION (POSITIVE)
Lose your part-time job	Depressed; lack of confidence; waste of time	Use time to improve school work. Consider other areas of work. Get a better, more interesting job.
Mom goes to work		Improve my cooking skills.
Best friend moves to Toronto	Withdraw; stay at home	
Marks not high enough to get into university		
Classmate dies		
House destroyed through fire		
Break leg skiing – in hospital two months		
Elected to the Students' Council		
Break-up with boyfriend/girlfriend		
Get accepted on an exchange program		
Other		

SUGGESTED ACTIVITY 2-5: LIFE SPAN CRISES

Purpose: Curriculum Correlation

Pressure Points

identifies stages in the life cycle that produce change

recognizes that each of the life stages involves different challenges and potential crises which may or may not be controllable by the individual.

Materials: Activity Sheet 2-5: Life Stages--Challenges and Crises

Time: 40 minutes

Procedure

1. Although the topic life stages was taught in Junior High Health and Personal Life Skills, there will be a need to review the concepts.
2. Indicate that a person's life is usually seen as a series of six stages, the first of which is "Infancy".
3. Ask students to discuss and decide on the other five stages (Childhood, Adolescence, Young Adult, Middle Years, and Senior Years).
4. Ask them to consider whether or not there might be an age or event that would mark the beginning or conclusion of each stage (i.e., starting to talk, puberty, age eighteen, first job, age forty, retirement, etc.). Is there a consensus?
5. Distribute Activity Sheet 2-5: Life Stages--Challenges and Crises.
6. Have students complete the chart individually or in small groups.
7. Discuss the results, asking each student to add new ideas to individual charts.
8. In the column to the right of each category (C/U), ask them to write the letter "C" if they feel they could control this situation, "U" if they do not.
9. Discuss the choices. Is there agreement on those items that are controllable or non-controllable?

Follow-Up

1. Ask students to discuss this activity with a parent or grandparent:
   a) What additions would they make to the chart?
   b) Could they identify a "favourite age" or a "best time" in their lives?
2. Ask students to list and explain three future opportunities or challenges they are looking forward to.
3. Ask students to list and explain two future changes that they might find particularly stressful (positive or negative).

ACTIVITY SHEET 2-5: LIFE STAGES – CHALLENGES AND CRISES

On the chart below:

a) in Column A, place the title of each of the life stages
b) in Column B, write three new opportunities or challenges for each life stage
c) in Column C, write three new crises which may occur during each life stage.

A. LIFE STAGE	B. CHALLENGE/OPPORTUNITY	C/U	C. CRISES	C/U
Infancy	Learning to talk		Left with sitter	

SUGGESTED ACTIVITY 2-6: PERSONAL LIFESTYLE

Purpose: Curriculum Correlation

Maintaining Balance

> *recognizes that life involves change, success, challenge, risk, opportunity, frustration, and loss.*

Materials: Activity Sheet 2–6(a): A Personal Life Cycle Inventory
Activity Sheet 2–6(b): Lifestyle Interview

Time: 15 Minutes (Class Time)
40 Minutes (Homework)
40 Minutes (Class Time)

Procedure

In preparation for full class discussion:

1. Distribute Activity Sheet 2–6(a): Personal Life Cycle Inventory
2. Have students individually complete the unfinished sentences in preparation for discussion next day.
3. Distribute Activity Sheet 2–6(b): Lifestyle Interview (Homework)
   - Briefly read over instructions with the class.

Discussion Points

- In small group discussion, ask the students to share answers to Activity Sheet 2–6(a): Personal Life Cycle Inventory.
- Ask them to look for common elements in their responses.
- In the class, have groups share the results of their earlier discussions.
- Discuss the results of the homework assignment based on Activity Sheet 2–6(a): Lifestyle Interview.
  - Randomly select "reporters" to share information from the interview, dealing with one question at a time (right to privacy must be taken into account).
  - Ask students to look for common themes in the answers (feelings of nostalgia, regrets, excitement)
- Re-emphasize the concept that even though their nature may vary, change, risk, success, loss, frustration, are a part of life at all stages of the life cycle.
- Discuss: "Change, frustration, dealing with loss, and taking positive risks are all a part of the life cycle and can become a positive experience for each person."

ACTIVITY SHEET 2-6 (a): A PERSONAL LIFE CYCLE INVENTORY

Please complete the following unfinished sentences related to your personal life stage:

1. Looking back, I think that one of the biggest changes in my life was ______________________
____
2. Looking ahead, I am especially looking forward to ______
____
3. One area of my life in which I have experienced success is
____
4. One of my greatest challenges has been ______________
____
5. "Opportunity knocked" for me when ______________
____
6. I am sometimes frustrated by ______________________
____
7. Something I would like to change is ______________
____
8. I felt a real sense of loss when ______________________
____
9. A time when I took a positive risk was ______________
____
10. If I could do one thing over again, I'd ______________
____
11. A decision I've made for myself is ______________
____

ACTIVITY SHEET 2-6 (b): LIFESTYLE INTERVIEW

You are a reporter for the LIFESTYLE section of a local newspaper. As part of a feature article on "Lifestyles of the Not-so-Rich and Famous", you have been asked to interview an adult you know. Please use the following questions as a guide to the interview.

BEFORE BEGINNING THE INTERVIEW: Please inform the person you're interviewing that this is part of a class project on life stages. Ask them for permission to share their answers with the class, and respect their request to keep some or all responses private.

For convenience, record answers on a separate sheet of loose–leaf.

NAME OF PERSON: ______________________

AGE: ________

1. How would you compare your life as a teenager to the life of the teens you know today?
2. How would you describe the differences between yourself now and as a teenager?
3. What two events in your life have been most important to you?
4. In terms of personal success, what accomplishments or activities are your greatest source of pride?
5. Have you ever had to face and overcome a major challenge? Explain.
6. Has "opportunity knocked" for you? Did you "answer"?
7. If you could go back and do something over, is there anything you would do differently?
8. If you could be any age, what age would you choose? Why?
9. What advice would you give high school students as they prepare to face the next stages of their lives?
10. May I share any or all of your answers in a class discussion?

SUGGESTED ACTIVITY 2-7: A BALANCED LIFESTYLE

Purpose: Curriculum Correlation

Maintaining Balance

identifies appropriate balances among various elements of one's life (physical, mental, spiritual, social).

Materials: Activity Sheet 2–7: Life in the Balance

Time: 40 Minutes

Procedure

1. As a discussion starter, place the word "WORKAHOLIC" and the phrase, "All work and no play makes X a dull person", on the chalkboard.
2. Ask students to define the word WORKAHOLIC and comment on the phrase.
   a) Do they agree?
   b) What if the phrase were reversed, "All play and no work makes . . ."? How would they complete it?
3. Divide the class into five discussion groups. Assign each group one category (PHYSICAL, EMOTIONAL, SOCIAL, MENTAL, or SPIRITUAL).
   a) Ask each group to identify ways in which an individual could develop a healthy lifestyle within the one category they have been assigned. For example:
      - PHYSICAL: balanced diet
      - EMOTIONAL: learn to express emotions
      - SOCIAL: cultivate present friendships
      - MENTAL: engage in a hobby
      - SPIRITUAL: worship/meditate.
4. Share the results of the small group process, adding further ideas from the whole class.
5. Brainstorm possible negative consequences of leading a lifestyle without balance ("burnout", ulcers, health risks).
6. Distribute Activity Sheet 2–7: Life in the Balance.
7. Completed activity sheets might be used in a follow-up discussion, or collected for individual communication between teacher and student.

Discussion Points

Possible discussion questions related to Activity Sheet 2–7: Life in the Balance, might include:

1. Which section of the questionnaire represents your highest level (as a percentage of possible score)?
2. Which sections, if any, are in need of personal improvement?
   - Outline some possible steps you might take to begin the process of personal improvement in that section.
   - Who could help you in deciding on an action plan? In carrying out that plan?
3. It is possible to circle a number that is less than "3", yet be quite content with that answer, preferring not to change the situation.
   - Can you identify any examples on your own chart? Explain.

4. List three items from the chart for which you circled more than "3".

   - How are you able to maintain such a high positive level?
   - Do you anticipate continuing this high level into your adult years? Explain.

Follow-Up

1. As a variation of the questions above, the class might discuss the chart and results in general terms, selecting two or three items from the chart and brainstorming ways to improve/enhance each item.

2. In small group discussions (each group might be given responsibility for one or two items), follow the process suggested in No. 2, and report their ideas to the class.

3. Collect newspaper or magazine articles that emphasize positive lifestyle choices. Make a bulletin board display of items collected, using the categories in this lesson as board divisions.

4. Invite the recreation department, family and community support services (or similar organization), AADAC, and the local or regional health unit to set up displays in the school library describing healthy/balanced lifestyle choices.

5. As an alternative, develop the displays suggested in No. 3 as a class project.

ACTIVITY SHEET 2-7: LIFE IN THE BALANCE

Using the answer key which follows, respond to each of the statements in the chart.

5 = ALWAYS 4 = FREQUENTLY 3 = OCCASIONALLY 2 = SELDOM 1 = NEVER

STATEMENT	YOUR ANSWER
A. PHYSICAL LIFESTYLE	
1. I EAT BREAKFAST EVERY DAY.	1 2 3 4 5
2. EXCEPT FOR FRUIT/VEGETABLES, I SELDOM SNACK BETWEEN MEALS.	1 2 3 4 5
3. I EAT A WIDE VARIETY OF FOODS FROM THE FOUR FOOD GROUPS.	1 2 3 4 5
4. I CHOOSE FOODS LOW IN SALT, SUGAR AND FAT.	1 2 3 4 5
5. I PARTICIPATE IN AEROBIC EXERCISE (WALKING, JOGGING, CYCLING, SWIMMING, ETC.) REGULARLY.	1 2 3 4 5
6. I PARTICIPATE IN SOME OTHER TYPES OF SPORT OR EXERCISE TWO TO THREE TIMES PER WEEK.	1 2 3 4 5
7. I MAINTAIN MY BODY WEIGHT WITHIN 5kg (10 pounds) OF MY IDEAL WEIGHT.	1 2 3 4 5
8. I INCLUDE TIME FOR RELAXATION, YOGA OR MEDITATION IN MY SCHEDULE.	1 2 3 4 5
9. I GET ENOUGH SLEEP AND FEEL WELL RESTED EACH DAY.	1 2 3 4 5
10. I AVOID THE USE OF ALCOHOL AND OTHER DRUGS.	1 2 3 4 5
11. I MAKE REGULAR VISITS TO MY DOCTOR, DENTIST AND OPTOMETRIST.	1 2 3 4 5
12. I AM AWARE OF PHYSICAL CHANGES IN MYSELF, AND WOULD SEE MY DOCTOR ABOUT UNEXPLAINED CHANGES OR PROBLEMS.	1 2 3 4 5

YOUR SCORE ____________/60

ACTIVITY SHEET 2-7: LIFE IN THE BALANCE (continued)

STATEMENT	YOUR ANSWER
B. MENTAL-EMOTIONAL LIFESTYLE	
1. MY TIME IS ORGANIZED AND I DO NOT FEEL UNDER PRESSURE TO GET THINGS DONE.	1 2 3 4 5
2. I CAN LAUGH AT MYSELF; I HAVE A TOLERANT ATTITUDE TOWARD SELF AND OTHERS.	1 2 3 4 5
3. I DO NOT OVER–ESTIMATE OR UNDER–ESTIMATE MY ABILITIES; I HAVE A REALISTIC VIEW OF SELF.	1 2 3 4 5
4. I GET A LOT OF SATISFACTION OUT OF DAY–TO–DAY LIFE.	1 2 3 4 5
5. I TAKE LIFE'S CHALLENGES AND DISAPPOINTMENTS IN STRIDE.	1 2 3 4 5
6. I LIKE AND TRUST OTHERS IN GENERAL, AND BELIEVE OTHERS FEEL THE SAME ABOUT ME.	1 2 3 4 5
7. I ACCEPT RESPONSIBILITIES.	1 2 3 4 5
8. I TRY MY BEST AT WHATEVER I TAKE ON, AND I FEEL A SENSE OF SATISFACTION FROM ACCOMPLISHMENTS.	1 2 3 4 5
9. I RESPECT MYSELF AS A PERSON.	1 2 3 4 5
10. AS PROBLEMS DEVELOP FOR ME, I TAKE THEM ON AND LOOK FOR POSSIBLE SOLUTIONS.	1 2 3 4 5
11. I WORK TO MAINTAIN A BALANCE BETWEEN SCHOOL, OUTSIDE INTERESTS, AND RELAXATION.	1 2 3 4 5
12. I AM HAPPY MOST OF THE TIME.	1 2 3 4 5
13. I ENJOY PLANNING AHEAD, AND AM LOOKING FORWARD TO MY FUTURE.	1 2 3 4 5

YOUR SCORE ____________/65

ACTIVITY SHEET 2-7: LIFE IN THE BALANCE (continued)

STATEMENT	YOUR ANSWER
C. SOCIAL LIFESTYLE	
1. I ENJOY MY FAMILY AND RECEIVE SATISFACTION FROM INVOLVEMENT WITH IT	1 2 3 4 5
2. I PARTICIPATE IN HOBBIES, SPORTS OR OTHER PASTIMES.	1 2 3 4 5
3. I TAKE AN ACTIVE PART IN SCHOOL LIFE AND ACTIVITIES.	1 2 3 4 5
4. I AM AWARE OF EVENTS AROUND ME, AND TRY TO KEEP IN TOUCH WITH WORLD/COMMUNITY NEWS.	1 2 3 4 5
5. I HAVE SOME GOOD FRIENDS TO WHOM I CAN CONFIDE MY THOUGHTS, WORRIES OR FEARS.	1 2 3 4 5
6. GENERALLY, I HAVE A GOOD RELATIONSHIP WITH MY PARENT(S)	1 2 3 4 5
7. I RESPECT DIFFERENCES IN OTHERS AROUND ME.	1 2 3 4 5
8. I ACT ASSERTIVELY WHEN DEALING WITH ISSUES AND PRESSURES FROM THOSE AROUND ME.	1 2 3 4 5
9. I FEEL LISTENED TO BY OTHERS, AND TRY TO PRACTISE GOOD LISTENING SKILLS MYSELF.	1 2 3 4 5
10. I OFTEN FEEL PART OF A GROUP.	1 2 3 4 5
11. I MAINTAIN A BALANCE OF TIME BETWEEN HOME, SCHOOL, FRIENDS AND PASTIMES.	1 2 3 4 5

YOUR SCORE ____________/55

ACTIVITY SHEET 2-7: LIFE IN THE BALANCE (continued)

STATEMENT	YOUR ANSWER
D. SPIRITUAL LIFESTYLE	
1. I AM AWARE OF MY FAMILY'S VALUES AND TRY TO USE THEM WHEN MAKING DECISIONS.	1 2 3 4 5
2. I AM DEVELOPING MY OWN VALUE SYSTEM, MADE UP OF FAMILY AND PERSONAL VALUES.	1 2 3 4 5
3. I AM AWARE OF MY OWN VALUES, AND HAVE THOUGHT ABOUT HOW I FEEL ABOUT A NUMBER OF VALUE ISSUES.	1 2 3 4 5
4. I SET REALISTIC GOALS FOR MYSELF, USING MY VALUES AS A GUIDE.	1 2 3 4 5
5. I HAVE A CLEARLY DEFINED BELIEF SYSTEM.	1 2 3 4 5
6. I SET ASIDE TIME FOR MYSELF TO MEDITATE, PRAY OR TO THINK ABOUT THINGS IMPORTANT TO ME.	1 2 3 4 5
7. WHAT I SAY I BELIEVE IN AND MY BEHAVIOURS ARE CONGRUENT (ARE IN AGREEMENT).	1 2 3 4 5

YOUR SCORE ____________/35

SUGGESTED ACTIVITY 2-8: CONSEQUENCES OF ONGOING STRESS

Purpose: Curriculum Correlation

Maintaining Balance

recognizes the serious nature of consequences when inappropriate stress and unresolved personal issues are allowed to continue

uses effective communication skills to express concerns, problems and feelings.

Material: Activity Sheet 2-8: Effects of Long-Term Stress

Time: 40 minutes of class research time
20-30 minutes of a second class

Procedure

1. Briefly review some of the causes of harmful stress (situational and life span crises) as discussed in SUGGESTED ACTIVITY 2-1, YOUTH ADAPTATION SCALE.

2. In addition to the situations described in Activity 2-1, some harmful stress results from unrealistic fears, phobias, or anxieties. Ask students to suggest some examples of these fears, phobias or anxieties. (Fear of water, test anxiety, fear of failure, fear of speaking in front of the class, etc.) List these on the board.

3. Another type of ongoing stress results when individuals fail to come to terms with personal conflicts, disagreements, family or friendship issues, and, as a result, the same patterns of conflict and stress repeat themselves regularly.

   - Ask students to suggest some common ongoing conflicts that high school students face. List these on the board.

4. Indicate that failure to resolve harmful stress can lead to negative physical, emotional and social consequences.

   - Distribute Activity Sheet 2-8: Effects of Long-Term Stress.
   - Working in small groups, ask students to complete the chart.
   - Share the findings of the groups with the whole class.

   Some possible answers might include:*

   - hypertension
   - depression
   - severe headaches
   - stomach disorders
   - colitis
   - drug/alcohol abuse
   - family conflict
   - suicide
   - mental illness
   - exhaustion
   - rheumatoid arthritis
   - chronic backache
   - ulcers
   - over/under-eating
   - heart disease
   - nausea
   - insomnia
   - child abuse
   - burnout
   - multiplying the stress

5. As a follow-up, assign students the task of researching additional details of some of the harmful effects:

   - nature of the condition or disease
   - the effect of stress on the condition or disease

*Additional suggestions may be found on p. 96, see the "Two Stress Cycles".

- the extent of the problem
- treatment or cure.

6. Set aside part of a future class to hear back from students.

Follow–Up

1. To reinforce earlier lessons, students might be asked to consider why people continue to suffer with unrealistic fears/stresses or fail to resolve their conflicts.

2. Ask students to suggest which skills learned during earlier CALM classes might prove useful in dealing with these stresses and conflicts.

3. Select an unrealistic fear or inappropriate stress (suggestion: use the problem of exam anxiety), then as a class, use the problem–solving approach to look for possible solutions.

4. Select a common person-person conflict(s) (Suggestion: communication and assertiveness methods might be helpful in resolving the issue.)

   Role play:

   - a person tired of being taken for granted in a relationship
   - a teen asking for increased freedom at home
   - a person who suspects a friend of disloyalty in the spreading of a rumour
   - other.

ACTIVITY SHEET 2-8: EFFECTS OF LONG-TERM STRESS

Medical studies have shown that continual or frequent harmful stress can lead to severe health problems. As well, both mentally and socially, an individual can face serious difficulties if he or she does not make the effort to resolve the causes and effects of stress.

Frequent high-level stress may lead to a shortened life span due to the strain on the heart and in lowering resistance to disease and illness. In a sense, stress causes more stress, which causes illness, which can lead to more stress.

On the chart below, make a list of as many possible effects of stress as your group can think of. Later, you'll be given a chance to discuss your ideas with the rest of the class.

PHYSICAL EFFECTS	SOCIAL EFFECTS	MENTAL-EMOTIONAL EFFECTS
Heart Attacks	Divorce	Depression

SUGGESTED ACTIVITY 2-9: SUPPORT NETWORKS

Purpose: Curriculum Correlation

Maintaining Control

identifies sources of support and/or resources that offer assistance to individuals and/or groups in dealing with crises

identifies a personal and professional support network that can be referenced when needed.

Material: Activity Sheet 2-9: Who Can Help?

Time: 40 minutes + (with an opportunity for a community project)

Procedure

1. Distribute Activity Sheet 2-9: Who Can Help?
2. Ask students to complete the activity individually, keeping in mind that they will be asked to share answers (except for specific names of people listed on their sheet).
3. When completed, outline a similar chart on the chalkboard.
4. Ask students to assist in filling the chart on the board from the ones they completed individually.

Follow-Up

1. Select a student(s) to find out whether or not your community has a guide to local, regional and provincial support and educational (self-development, communication, skill building, etc.) agencies.
   - If such a guide exists, find out if copies can be made available to students.
   - If no guide (especially to local support network) exists, consider the possibility of the CALM classes working to develop the first one.
2. Further ideas may be found in the section: ADDITIONAL SUGGESTED ACTIVITIES, p. 98.

ACTIVITY SHEET 2-9: WHO CAN HELP?

When faced with high levels of stress, a major loss (grief), feelings of depression, or other crises or challenges, it is important to be able to turn to someone for support, advice and assistance. In fact, according to those working in the area of suicide intervention, when a person feels they have no one around who cares for them or who can help them, their risk of successfully committing suicide increases significantly.[1]

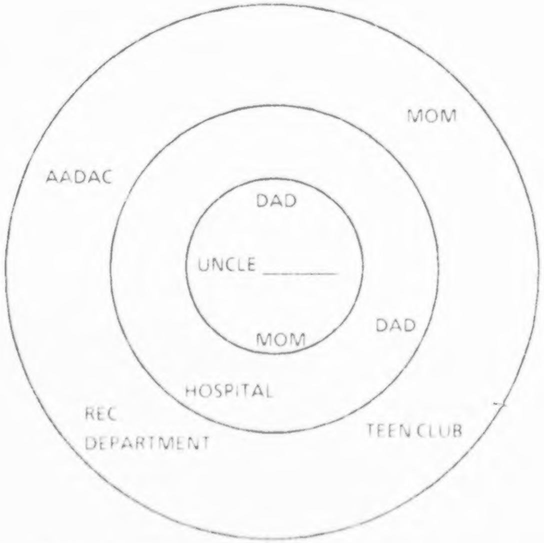
Complete the chart below by:

a) placing in the inner circle, the names and/or roles of those people to whom YOU would turn first if you were undergoing harmful stress or a crisis.

b) placing in the middle circle, the names of professionals, agencies, institutions, other adults, that are available in your community for immediate help or a "listening ear" either for yourself or people in general.

c) placing in the outer circle, the names of people, agencies or institutions who would be available for long-term help, skill building, or lifestyle alternatives.

Some suggestions are given to get you started, and some names, roles or agencies may appear in all three circles (i.e., parents or your family doctor).



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[1] Adapted from The Suicide Prevention Program: Foundation Workshop

SUGGESTED ACTIVITY 2-10: CHOICES AND CHALLENGES PROJECT

Purpose: Curriculum Correlation

Choices and Challenges

identifies positive and negative crises which may be personally stressful

develops an action plan to deal with one or more stressful situations.

Material: Activity Sheets 2–10(a) and 2–10(b): Choices and Challenges Project

Time: 2 x 40–minute periods

Procedure

1. The final sample lesson may be used as part of the evaluation process for this theme, or simply as an additional discussion–oriented activity.
2. Distribute the Choices and Challenges Project.
3. Intended as an individual activity, it may also be used in a small group setting if individual evaluation is not a priority.
4. Ask students to complete the three–part project, attempting to use some of the ideas and skills developed throughout the theme.
5. If used as a group project, Part C may be used to initiate case study writing on the part of each small group. Cases studied could then be presented to the whole class for consideration and action planning.
6. Sample case studies may be found in *Coping with Stress: A Guide to Living*, pp. 143-151.

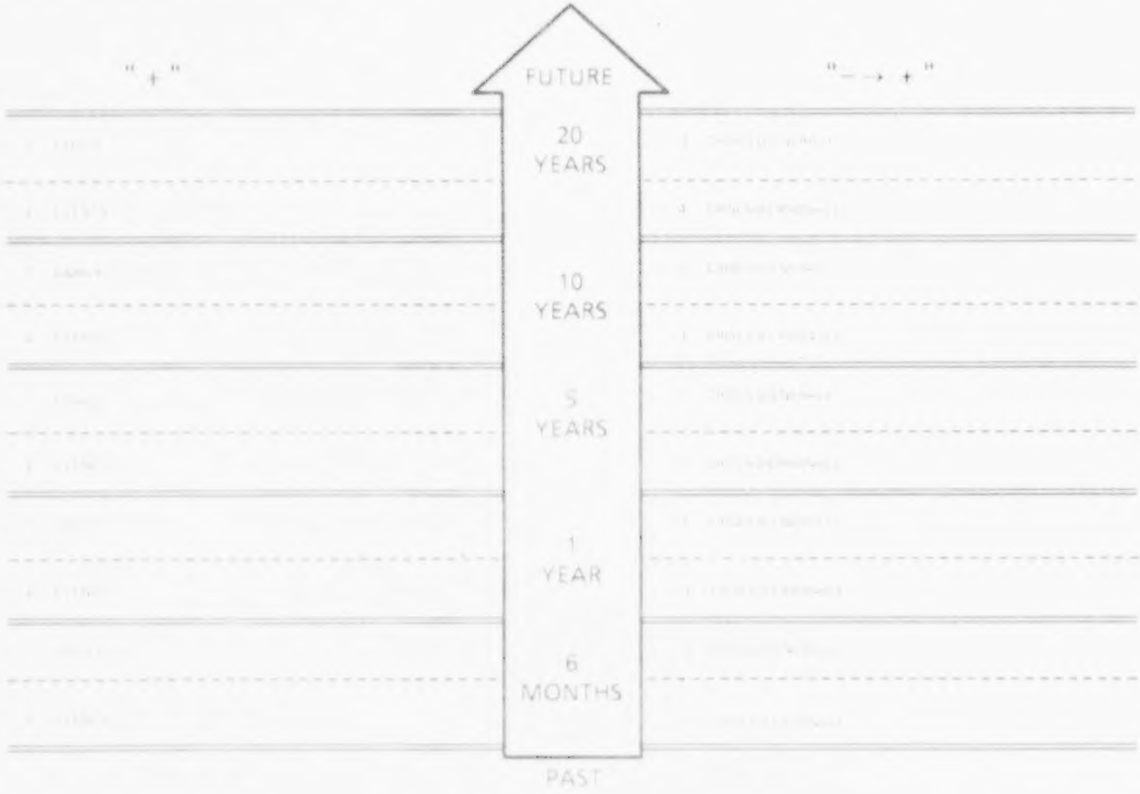
ACTIVITY 2-10(a): CHOICES AND CHALLENGES PROJECT

PART A. LOOKING AHEAD

The chart below represents the next twenty years of your life, divided into five sections. The LEFT side of the chart represents POSITIVE events and stresses; things you might look forward to. The RIGHT side represents possible LIFE SPAN CRISES which may be negatively stressful to you; things you might plan to turn into opportunities by using your skills.

To complete the chart, use the following key:

1 = your major goal(s) for that period of your life
2 = positive events that you anticipate will occur for that period
3 = common life span crises for any person at that age
4 = negative life span crises that you may find personally stressful



ACTIVITY SHEET 2-10(b): CHOICES AND CHALLENGES PROJECT (continued)

PART B: SHORT ANSWER

1. Life involves both success and failure. This part of the CALM course has stressed the need for a balance of both.

    a) Give two reasons why this balance is important.
    b) List three (3) successes you've experienced so far.
    c) List three (3) failures that you've experienced so far.

2. One way to increase the amount of success in our lives and reduce harmful stress is to do more of the things we enjoy and do fairly well. What activity(s) do you take part in that follows that piece of advice?

3. Increasing success and decreasing harmful stress depends partly on learning from one's mistakes. Describe a time when you learned from a mistake and continue to benefit from changes or decisions you have made as a result.

4. Most negative situations can be turned into positive situations if certain attitudes are present and skills are used.

    a) What attitudes increase the chances that a person will be able to cope with crises and "turn them around"?
    b) What skills make coping with challenges and crises more manageable? Explain why each is important.

5. Using one of your answers from Question 1c, OR another situational or life span crises you've faced, describe two potentially positive effects/experiences that could or did result.

PART C: AN ESSAY ASSIGNMENT

In Part A, you listed some of the future events that might cause you harmful personal stress. Choose a crisis point or potentially stressful situation from one of the FIRST THREE TIME PERIODS on the chart.

Write an essay about your choice, addressing the following topics or items, each representing one paragraph within it:

1. A description and explanation of the future crisis or stressful event.

2. A description of ways in which you might prepare for the event or situation in order to change it or minimize its effects.

3. A description of the skills you already possess and/or will have to develop in order to cope with the situation.

4. A discussion of who else you may involve either long before or during the situation, and who will be especially helpful as support.

5. Using your decision-making skills, conclude the essay with an action plan you could put into place, either (a) in advance of the crisis, OR (b) at the time of the crisis.

SUGGESTED ACTIVITY 2-11: INVENTORY OF DAILY STRESS

Purpose: Curriculum Correlation

Personal Control and Self Management

understands that individuals identify and deal with stress and crisis in personal terms.

Choices and Challenges

identifies positive and negative crises which may be personally stressful.

Material: Activity Sheet 2–11: Inventory of Daily Stress

Time:
5 minutes daily over a 2–week period
Class Introduction – 15 minutes
Class Debriefing – 20 minutes

Procedure

1. Distribute the activity sheet to each student.

2. Ask students to rate themselves each day over the next two weeks on a scale from 0-5 during the time periods suggested on the chart (0 = Extremely Relaxed, 5 = High Stress).

   The higher the number, the greater the level of stress felt by the student. (Remember, stress may be caused by either positive or negative events. Indicate whether the stress is positive or negative by placing a plus (+) or minus (–) sign after the number rating.)

3. Make periodic checks throughout the two weeks to see how their personal inventory is proceeding. Do not worry if a day is missed.

4. At the end of the two weeks, ask students to share their findings in class or summarize in a report. The following discussion points could be used.

Discussion Points

1. Locate periods during the two weeks when the number was "3" or higher. Examine the reasons for these higher scores, and any patterns that may be developing.

2. If the stress was a result of negative situations, what steps could you take to change the situation or reduce the impact?

   - Do you believe the causes of your stress are controllable? Explain.
   - What could you do differently with respect to your own behaviours in these situations?
   - What skills developed during the CALM course might be useful to you in changing the situation or reducing the stress?

ACTIVITY SHEET 2-11: INVENTORY OF DAILY STRESS

NAME: ____________________

DATE STARTED: ____________________ DATE CONCLUDED: ____________________

DAY	BEFORE BREAKFAST	MORNING	LUNCH	AFTERNOON	EVENING	OVERALL DAY
SUNDAY						
MONDAY						
TUESDAY						
WEDNESDAY						
THURSDAY						
FRIDAY						
SATURDAY						
SUNDAY						
MONDAY						
TUESDAY						
WEDNESDAY						
THURSDAY						
FRIDAY						
SATURDAY						

Rating Scale: 0 = Extremely Relaxed; 5 = High Stress
+ = positive event
− = negative event

SUGGESTED ACTIVITY 2-12: STRESS MANAGEMENT

Purpose: Curriculum Correlation: All Sub-Themes

Material: Activity Sheet 2-11: Inventory of Daily Stress
Activity Sheet 2-12(a): Two Stress Cycles
Activity Sheet 2–12(b): Wellness Cycle

Time: 40 minutes

Procedure

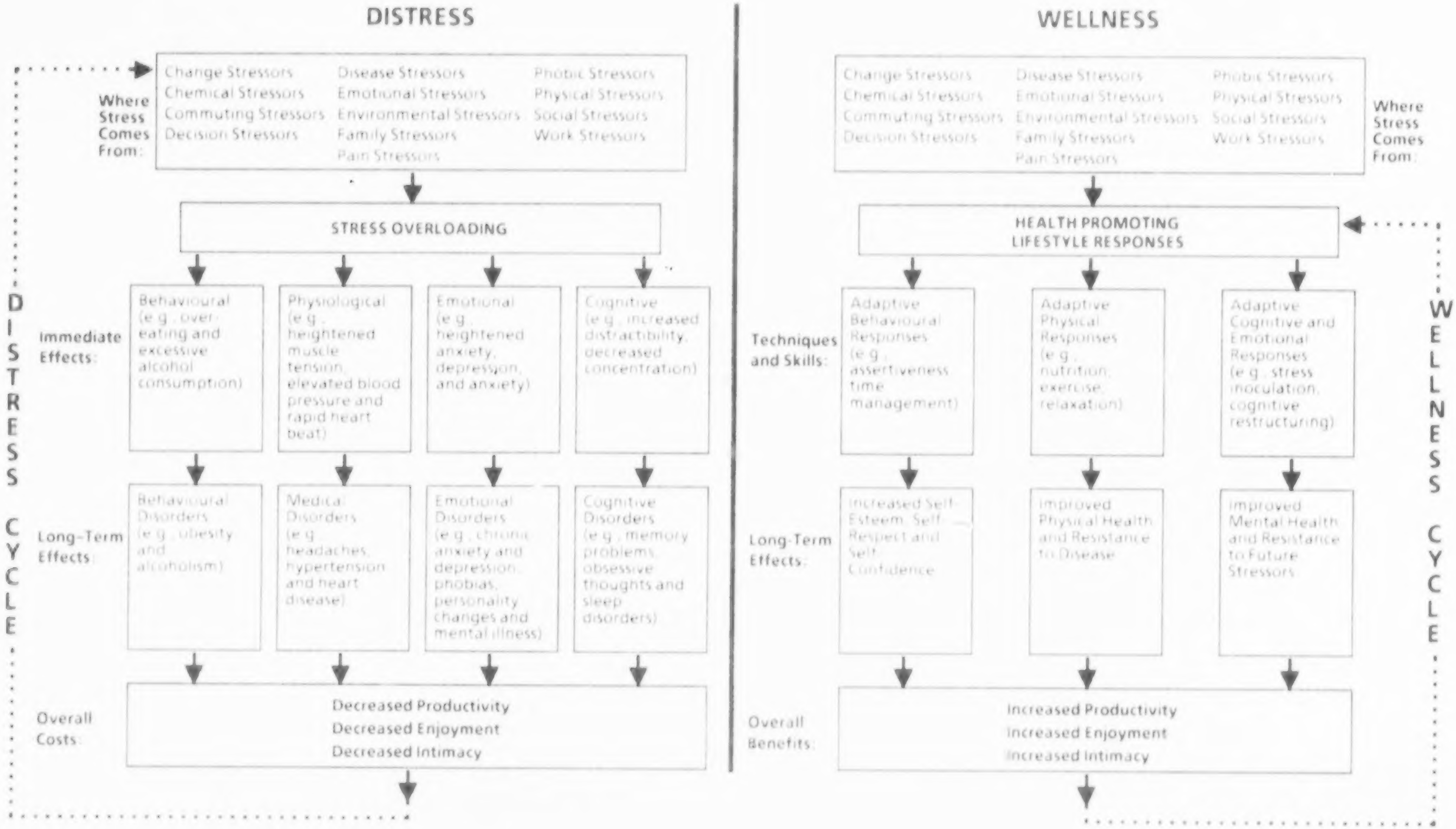
1. Review Activity Sheet 2-12(a) with students, emphasizing that the same stressors can be handled in the wellness cycle or the distress cycle. Have them give specific examples of each type of stressor that affects them directly and indirectly

   - Change Stressors
   - Chemical Stressors
   - Commuting Stressors
   - Decision Stressors
   - Pain Stressors
   - Disease Stressors
   - Emotional Stressors
   - Environmental Stressors
   - Family Stressors
   - Phobic Stressors
   - Physical Stressors
   - Social Stressors
   - Work Stressors

2. Ask students to review Activity 2-11: Inventory of Daily Stress

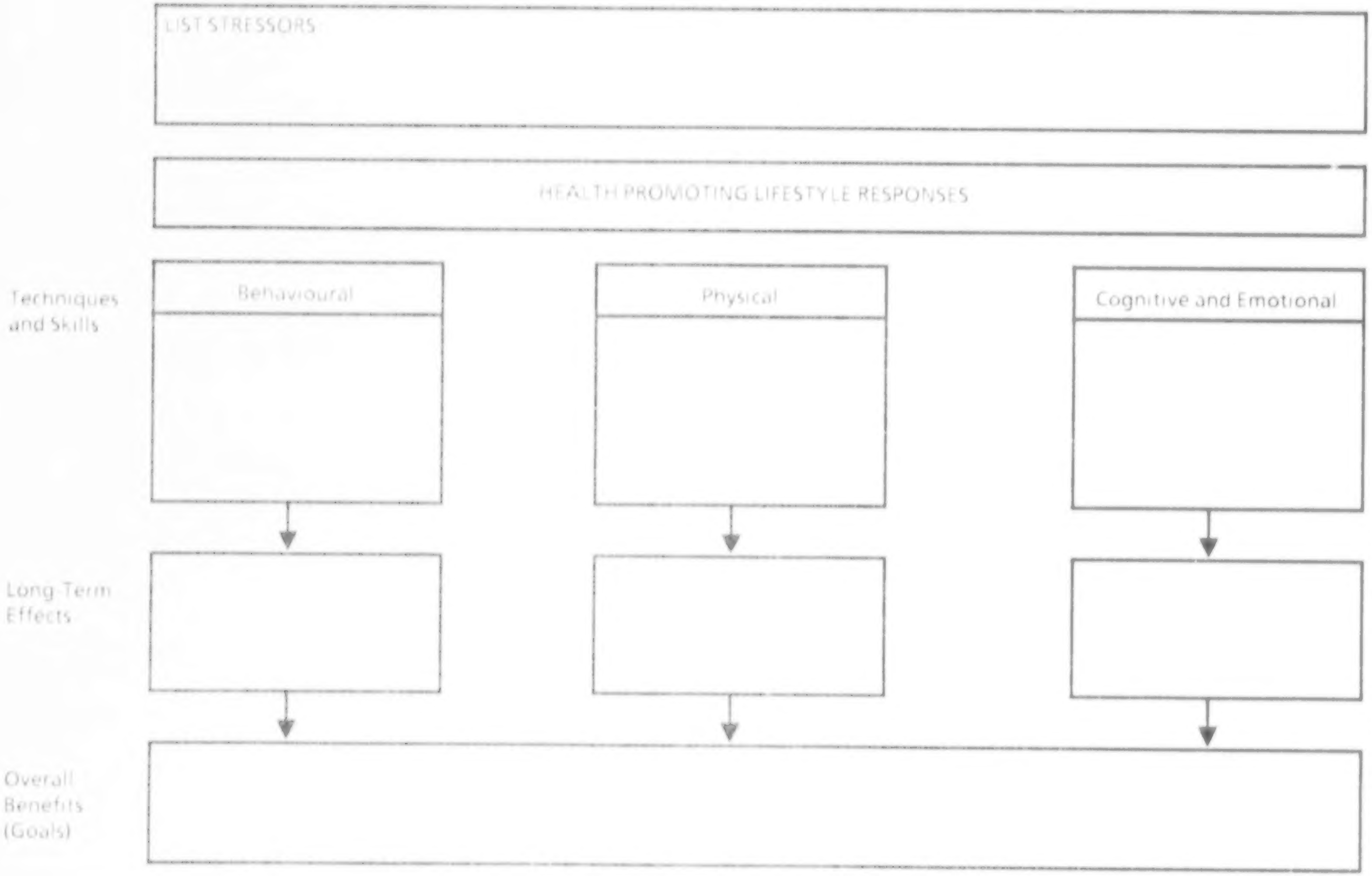
3. Ask students to write examples of how they could deal with the stresses they have identified within the wellness cycle. They can note their strategies in blank spaces in the boxes on Activity Sheet 2-12 (b)

ACTIVITY SHEET 2-12(a) TWO STRESS CYCLES


DISTRESS
Where Stress Comes From:
Change Stressors
Chemical Stressors
Commuting Stressors
Decision Stressors
Disease Stressors
Emotional Stressors
Environmental Stressors
Family Stressors
Pain Stressors
Phobic Stressors
Physical Stressors
Social Stressors
Work Stressors
STRESS OVERLOADING
Immediate Effects:
Behavioural (e.g., over-eating and excessive alcohol consumption)
Physiological (e.g., heightened muscle tension, elevated blood pressure and rapid heart beat)
Emotional (e.g., heightened anxiety, depression, and anxiety)
Cognitive (e.g., increased distractibility, decreased concentration)
Long-Term Effects:
Behavioural Disorders (e.g., obesity and alcoholism)
Medical Disorders (e.g., headaches, hypertension and heart disease)
Emotional Disorders (e.g., chronic anxiety and depression, phobias, personality changes and mental illness)
Cognitive Disorders (e.g., memory problems, obsessive thoughts and sleep disorders)
Overall Costs:
Decreased Productivity
Decreased Enjoyment
Decreased Intimacy
DISTRESS CYCLE
WELLNESS
Change Stressors
Chemical Stressors
Commuting Stressors
Decision Stressors
Disease Stressors
Emotional Stressors
Environmental Stressors
Family Stressors
Pain Stressors
Phobic Stressors
Physical Stressors
Social Stressors
Work Stressors
Where Stress Comes From:
HEALTH PROMOTING LIFESTYLE RESPONSES
Techniques and Skills:
Adaptive Behavioural Responses (e.g., assertiveness, time management)
Adaptive Physical Responses (e.g., nutrition, exercise, relaxation)
Adaptive Cognitive and Emotional Responses (e.g., stress inoculation, cognitive restructuring)
Long-Term Effects:
Increased Self-Esteem, Self-Respect and Self-Confidence
Improved Physical Health and Resistance to Disease
Improved Mental Health and Resistance to Future Stressors
Overall Benefits:
Increased Productivity
Increased Enjoyment
Increased Intimacy
WELLNESS CYCLE

From *Stress Management: A Comprehensive Guide to Wellness*. Edward Charlesworth, Ronald Nathan. Biobehavioural Press, Texas, U.S.A., 1982

ACTIVITY SHEET 2-12(b) WELLNESS CYCLE


LIST STRESSORS
HEALTH PROMOTING LIFESTYLE RESPONSES
Techniques and Skills
Behavioural
Physical
Cognitive and Emotional
Long-Term Effects
Overall Benefits (Goals)

ADDITIONAL SUGGESTED ACTIVITIES

SUB-THEME 1: PERSONAL CONTROL AND SELF-MANAGEMENT

- Select a photograph from the newspaper depicting a crisis (accident, natural disaster, eviction, fire, etc.) and have each student write a few sentences to describe how they would deal with it. Discuss in small groups.

- Brainstorm a list of ways people cope with:

  - crises
  - change
  - challenge
  - stress.

  Compare and contrast.

- Each student selects one of the following crises and writes a short story describing how his or her family members might respond to it. How will the crisis affect the family's future?

  - father loses job
  - brother/sister leaves home
  - mother wins $1,000 on a lottery
  - parent dies
  - break-up with girl/boyfriend
  - move to another city.

- Divide students into small groups and discuss the following questions. Have a member share the group's responses with the class.

  a) What does the word *crisis* mean?
  b) What factors seem to increase the ability of a person to cope with crises? Decrease?
  c) List some examples of crises that you may encounter.

- Each student makes a list of personal crises, changes or challenges faced during the junior-senior high school years, and

  a) selects one that was handled successfully
  b) describes the situation and its progression
  c) identifies:
    - coping skills used
    - resources (who? what?)
    - learning or positive personal growth that occurred

- Ask students to keep a "STRESS DIARY". The STRESS DIARY is used to keep a one-day to one-week record during which each student enters stress from both positive and negative sources. It can also be used to describe personal reactions, decisions and coping mechanisms related to the stress. (Organized in a manner similar to the daily log.)

- View one evening's television and watch for examples of situational and life span crises. List the crises and any demonstrated coping methods.

SUB-THEME 2: PRESSURE POINTS

- Students list, in order of degree of stress, the six most stressful events they can imagine for a high school student. Students should give reasons for their hierarchical order. Compile a list of stressors and tally the number of students who included them on their list. Observe the influence of gender on choice and ordering of stressors. Discuss.
- List five stress-related illnesses.
- Identify four sources of stress for the high school student:
  - within the family
  - within the peer group
  - within the school
  - within the workplace
  - other.
- Brainstorm a list of life span crises.
- Invite a counsellor from a crisis line to speak to the class.
- Have students collect crises situations from the newspaper and suggest how they could deal with them.
- Discuss the role of peer support in schools. Invite a member of the peer support team into CALM classes to discuss their responsibilities, goals and training.
- Organize a panel discussion (student or "expert") on adolescent depression and suicide: extent of the problem, causes, symptoms, support agencies/individuals, and so on.

SUB-THEME 3: MAINTAINING BALANCE

- Organize an "S.O.S. DAY" (Stamp Out Stress Day).

  a) Invite resource persons to present sessions throughout the day on relaxation, time management, getting organized, exam anxiety. (resource persons might be CALM students/teachers).
  b) Include a noon hour event on fitness. Fun events such as "the world's largest aerobics class", or, "whole school conga line", or "square dance", or, "hula hoop extravaganza" are recommended.
  c) Include a "What's your bag?" contest in which CALM students check for lunches containing all four food groups and/or have the cafeteria feature a four food group lunch.
  d) Involve other departments such as physical education, home economics, science as well as student council and peer support in the project.

- Organize a poster project for library or hallway display. Individuals or groups develop posters on selected life span and situational crises highlighting:
  - nature of the crisis/challenge
  - causes and effects
  - relevant educational information
  - coping methods
  - networking information, agency support, phone numbers.

SUB-THEME 4: MAINTAINING CONTROL

- In small groups, students develop lists of ways they could provide support for people experiencing the following crises:

  - brother/sister entering a college/university
  - family experiencing a divorce
  - being fired from a part-time job
  - suicide of a friend

- Students brainstorm the resources that the following groups/people have to increase an individual's ability to cope positively with a situational crises (e.g., money, support, counselling, etc.)

  - family
  - school
  - community.

- Students look through the pages of telephone directory to identify agencies that provide treatment and support services for general problems, including alcoholism, drug abuse, and child abuse. Have students draw up a list of the community services available, including the addresses, telephone numbers, and types of services provided.

- Examine some well-known people's lives and consider how they have dealt with some situational crises (e.g., René Levesque, Rick Hansen).

- Hold a "Community Resources Day" (lunch hour only). During the noon break, CALM classes assist local, regional and provincial support agencies to organize booths and information centres or services. Booths display relevant literature and allow students to make contact with community resources. Might be held in conjunction with other scheduled events such as post–secondary information days or career development days.

SUB-THEME 5: CHOICES AND CHALLENGES

- Have students make a collage of crises they might encounter.

- Select letters-to-the-editor or letters to advice columns. Have students, individually or in pairs, respond as if they were the individual(s) involved.

SAMPLE EVALUATION: DEALING WITH CRISES

PART A: DEFINITIONS

Define each of the following words or phrases:

1. SITUATIONAL CRISIS:

2. LIFE SPAN CRISIS:

3. SUPPORT NETWORK:

4. THE LIFE CYCLE:

5. LIFESTYLE BALANCE:

6. HYPERTENSION:

PART B: CRISIS OR OPPORTUNITY?

You will find below, a list of common life span and situational crises. For each, you are to list one danger and one turning point or opportunity which may arise as a result.

1. YOUR FAMILY MOVES TO VANCOUVER
   a. DANGER: ______________________________
   b. TURNING POINT: ______________________________

2. YOUR SON OR DAUGHTER CANNOT REACH THE AVERAGE NEEDED FOR COLLEGE/UNIVERSITY
   a. DANGER: ______________________________
   b. TURNING POINT: ______________________________

3. YOU DECIDE TO MOVE OUT OF YOUR FAMILY HOME
   a. DANGER: ______________________________
   b. TURNING POINT: ______________________________

4. YOU ARE ASKED TO GIVE THE TOAST TO THE PARENTS AT THE GRADUATION BANQUET
   a. DANGER: ______________________________
   b. TURNING POINT: ______________________________

5. POLICE STOP YOU COMING HOME FROM A BUSH PARTY AND CHARGE YOU WITH BEING IMPAIRED
   a. DANGER: ______________________________
   b. TURNING POINT: ______________________________

PART C: SHORT ANSWER

1. Briefly describe how each of the following skills may help reduce harmful stress:

   a) ASSERTIVENESS
   b) POSITIVE SELF-CONCEPT
   c) TIME MANAGEMENT

2. Even though all people are faced with similar crises or stressors in their lives, not all people react in the same way or seem equally affected. Give an example to illustrate this statement.

3. Of all the stages of the life cycle, which one do you feel is most likely to contain the highest degree of stress? Explain and give three examples to illustrate.

4. What are the main elements of a "balanced lifestyle"?

5. Not coping with negative stressors or resolving personal conflicts can lead to physical, mental or social problems. Explain, using examples.

6. As the title of an Alberta Career Centre booklet says, "You're Ahead With a Good Attitude". What types of attitude might provide a better chance of dealing effectively with crisis or stress?

PART D: PERSONAL PLANNING

1. Briefly describe and explain a future challenge that you are looking forward to; something that will represent a positive situation for yourself.

   - Outline the steps you will take between now and the event to make sure you reach that goal.

2. Briefly describe and explain a future event or situation which you feel will be negatively stressful for you.

   - Referring to skills, attitudes and information from the CALM course, outline an action plan you could follow to change the situation or soften the impact. Include information on support networks you might use.

Entrepreneurship

SECTION IV:

MODULE No. 3 –
ENTREPRENEURSHIP

SUB-THEMES:

1. Understanding Entrepreneurship
2. Idea Generation
3. Business Plan
4. Choices and Challenges

Student Issues:

- *Do I have the characteristics to be an entrepreneur?*
- *Do I want to be my own boss?*
- *Have I lots of creative ideas?*
- *How do I get going?*

MODULE 3: ENTREPRENEURSHIP

BACKGROUND INFORMATION

This module is designed to help students become more knowledgeable about entrepreneurship both from the perspective of a potential career choice as well as the economic role of entrepreneurs within our economy. Although primarily an expansion of core Theme D: Careers and the World of Work, this module applies many of the concepts addressed in the other themes. The module focuses on the entrepreneurial spirit rather than building specific skills. Students will be encouraged to apply the theory through generating an idea for the start of a small business.

It is important that students recognize that the concept of entrepreneurship is not limited to starting and managing a small business. Characteristics of successful entrepreneurs are also characteristics of individuals successful in many endeavours. Descriptors such as creative, confident, flexible, willing to take reasonable risks can be applied to many of life's challenges.

MODULE OBJECTIVES

The student:

1. understands the importance of entrepreneurship to the individual and to society.
2. recognizes and develops an understanding of the attitudes and aptitudes needed to become an entrepreneur.
3. develops the basic skills and acquires the knowledge that is important for successful entrepreneurial activities.
4. investigates processes required to establish a small business.
5. recognizes the network of support that is available to entrepreneurs.
6. identifies potential opportunities for entrepreneurial endeavors.

OVERVIEW OF SUB-THEMES

Sub-Theme 1: Understanding Entrepreneurship

Students will develop an understanding of entrepreneurship by considering how entrepreneurship impacts on our economy and society, identifying some of the entrepreneurship enterprises within their own individual communities and looking at the characteristics and lifestyle of an entrepreneur. The range and variety of business ownerships will also be identified.

Sub-Theme 2: Idea Generation

Students will recognize the importance of generating ideas for entrepreneurial initiatives and understand how networking and sharing experiences and ideas can contribute to this. They will develop their skills in recognizing and encouraging entrepreneurial environments by identifying regional, national and international opportunities and local entry level opportunities. The key concepts necessary to operationalize an entrepreneurial initiative will be discussed.

Sub-Theme 3: Business Plan

Students will have the opportunity to develop one or more entrepreneurial initiatives of interest to them. Through the process of a simulation, the students will establish a business plan in this initiative and determine how they would operationalize this plan. The sources or support available to entrepreneurs will also be identified.

Sub-Theme 4: Choices and Challenges

Students will develop their own personal action plan to prepare themselves for a career as an entrepreneur. In the development of this plan the advantages and disadvantages of this career path will be discussed.

IMPLEMENTING THE MODULE

1. How Can This Module Be Presented?

The Entrepreneurship module can be presented in various ways. Schools/teachers may use a strategy that is most suited to student needs and resource support.

- Discrete: Teach entrepreneurship as a discrete unit sequenced in the Career and Life Management courses at any time after the Self-Management/Self-Assessment sub-theme has been completed.
- Integrated: Integrate topics or learning expectations from the Entrepreneurship theme into the required themes as appropriate.
- Independent Study: Allow individuals or the class to work independently through the learning expectations.

2. How Does This Module Relate to the CALM Core Curriculum?

This module is designed to complement the compulsory 3-credit Career and Life Management course.

Each of the themes in the required portion of the Career and Life Management course include learning expectations that complement this Entrepreneurship module. Using a process approach is particularly effective in this module. For example, there are many opportunities to simulate business activities and to relate the theory to the local business community.

Theme A: Self-Management

As students assess their attitudes and aptitudes they will be able to determine those personal characteristics that are common to successful entrepreneurs.

Theme B: Well-Being

Students will develop strategies that will allow them to recognize and cope with the impact on lifestyle of choosing entrepreneurship as a career path.

Theme C: Relationships

Developing skills in dealing with others will help students deal with employer/employee and owner/client interaction as well as recognize potential markets from an improved awareness of others.

Theme D: Careers and the World of Work

Students will recognize and have an opportunity to assess entrepreneurship as a possible career path.

Theme E: Independent Living

Management of resources and related decisions provide a foundation for similar activities required in entrepreneurial endeavours.

3. How Does This Module Relate to Other Courses?

Other high school courses provide students with the opportunity to build skills needed in starting and managing a business. (Refer to chart in Appendix C(3) page 221.)

Basic Business 20-30

Module 1: Canadian Business
Module 4: Economic Concepts
Module 5: Small Business Management I
Module 7: Personal Financial Planning

Marketing 20-30

Module 1: World of Marketing
Module 2: Advertising and Sales Promotion
Module 3: Distribution of Goods and Services
Module 4: Marketing Research
Module 5: Pricing and Financial Activities
Module 6: Selling
Module 7: Display
Module 8: Pricing and Financial Activities
Module 9: Business Communication - Integration
Module 10: Business Research Project

Work Experience 10-20-30

A number of other courses can be taken to develop skills and knowledge that will be useful to entrepreneurs.

Junior High Business Option

This option is now in development. The objective is to introduce the concept of entrepreneurship.

4. Recommended Instructional Strategies

- Encourage students to build an entrepreneurial attitude.
- Reinforce the importance of positive orientation - failure can be viewed as a stepping stone to success.
- Provide opportunities for students to experience, rather than merely study.
- Encourage students to develop practical skills and knowledge, using a broad range of resources (print, community, government).

SOURCES OF SUPPORT

1. Authorized Resources

Jennings, William J. **Entrepreneurship: A Primer for Canadians**. Canadian Foundation for Economic Education, 1985. (BASIC) Student Reference

> *Entrepreneurship: A Primer for Canadians* (booklet, 63 pp.) has been written for secondary school teachers and students to introduce and explain the role of entrepreneurs. Entrepreneurship considers a variety of Canadian case studies, both successes and failures. It examines the general characteristics and traits of entrepreneurs and enables the reader to engage in a "self-assessment" to test the degree to which he/she has the characteristic make-up of an entrepreneur.
>
> After discussing the nature of entrepreneurship and some of the keys to success and failure, the publication turns its

Entrepreneurship

attention to the process of establishing a business enterprise. Particular attention is given to the vital process of developing an effective business plan.

The text concludes with a glossary for further reference.

Canadian Foundation for Economic Education
252 Bloor Street West
Suite 7-205
Toronto, Ontario
M5S 1V5 (416) 968-2236

Millar, Garnet W. **Entrepreneurship in the Alberta Curriculum: A Monograph.** Alberta Education Planning Services Branch, 1986 (SUPPLEMENTARY) Teacher Reference.

This 108-page monograph examines concepts associated with entrepreneurship in education and presents criteria for reviewing curricular documents to determine support for entrepreneurship. In addition, current programs and opportunities that purport to develop and enhance the skills of entrepreneurship are discussed.

Alberta Education, Central Support Services
Devonian Building West
11160 Jasper Avenue
Edmonton, Alberta
T5K 0L2

Written orders only

2. Teacher Resource Manual—Optional Program

This document includes a variety of suggested activities designed to assist teachers meet the objectives of the module.

3. School Support Networks

Teachers should consider drawing on the expertise and experience of colleagues. The school and school system administrators can also present the perspective of management in their role as principal, office manager, reeve, superintendent, etc.

4. Community Support Networks

Many agencies and professional groups are committed to the integration of entrepreneurship into the high school. Teachers will likely find local business very willing to assist; in particular, members of the Chamber of Commerce or Junior Achievement. Various government departments and financial institutions (banks, trust companies, credit unions, etc.) provide support to small business and consequently often have materials that may be suitable for class use, or will provide guest speakers.

Provincial Government Departments

Small Business Division
Economic Development and Trade
Career Development and Employment

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Provincial Government Departments

Small Business Division
Economic Development and Trade
Career Development and Employment

OUTLINE OF LEARNING EXPECTATIONS

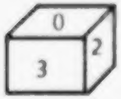
SUB-THEME 1: UNDERSTANDING ENTREPRENEURSHIP

LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	NOTES
The student:			
recognizes the impact entrepreneurship has on the economy and society	R observing	① pp 9-13	research project
identifies entrepreneurial enterprises that exist in the community	R/U observing, comparing, contrasting	① pp 14-18	list community enterprises interview an entrepreneur community survey
describes the lifestyle and characteristics of an entrepreneur	R/U/I listing, summarizing, describing feelings	Video and Booklet, "So What's an Entrepreneur?" ① pp 19-35 ② pp 12-31 ① pp 51-52	
identifies major forms of business ownership: – single proprietorship – partnership – cooperative – corporation – leadership styles	R/U listing, comparing, contrasting		
– types of competition	R/U listing, comparing, contrasting		

R = Recall; U = Understanding; I = Involvement; S = Synthesis

TEACHER NOTES:

Resource correlations:
① *Entrepreneurship: A Primer for Canadians*
② *Entrepreneurship in the Alberta Curriculum: A Monograph*



SUB-THEME 2: IDEA GENERATION

LEARNING EXPECTATIONS	R/E	LEARNING PROCESS	RESOURCE CORRELATION	NOTES
The student:				
recognizes the components of idea generation for entrepreneurial initiatives (lateral thinking)	R	R: observing, sequencing	① pp. 36-39	
identifies entrepreneurial opportunities (local, regional, national, international)	R	R: observing		
develops skills in recognizing and encouraging an entrepreneurial environment	R	S: associating, applying		
identifies entry level entrepreneurial opportunities	R	I: deciding		
recognizes opportunities for idea generation through networking, sharing experiences and ideas	R	U/S: predicting, summarizing		
considers key operational concepts: – contracts – licences – public relations – location – taxation – records – legal constraints – advertising	R	U: summarizing	① pp. 40-51	

R = Recall; U = Understanding; I = Involvement; S = Synthesis

TEACHER NOTES:

Resource correlation: ① *Entrepreneurship: A Primer for Canadians*

SUB-THEME 3: BUSINESS PLAN

LEARNING EXPECTATIONS	R/E	LEARNING PROCESS	RESOURCE CORRELATION	NOTES
The student:				
selects one or more entrepreneurial opportunity	R	I deciding		
establishes a business plan	R	S creating	① pp. 40-43	
prepares a plan of action to operationalize the business plan	R	I/S creating, deciding	① pp. 44-51	
identifies the sources of support available to entrepreneurs	R	I deciding, preferring and valuing		

R = Recall; U = Understanding; I = Involvement; S = Synthesis

TEACHER NOTES:

Resource correlation: ① *Entrepreneurship: A Primer for Canadians*

SUGGESTED ACTIVITY 3-1: COMPARING AND CONTRASTING CULTURES

Purpose: Curriculum Correlation

Understanding Entrepreneurship (introduction model)

Time: 30 minutes

Procedure

1. Ask students to break into triads and respond to some or all of the following questions without using the dictionary or other reference books. Encourage them to brainstorm and to be creative. (5 minutes)
    - What does the word entrepreneurship mean?
    - What is the derivation of the word?
    - What do entrepreneurs do?
    - List all the entrepreneurs you know/know of.
    - Why do some people think entrepreneurship is important?
2. On the board or flip chart, have each group list their responses (reporter chosen by the group). As each group reports, they make additions to the lists.
3. Discuss common responses.
4. Ask students to review pages 8-28 of *Entrepreneurship: A Primer for Canadians*, and dictionaries.
5. Relate the information in the text to the students' responses and the objectives of this module.

Follow-Up

Students could use these questions during an interview with their parents, neighbours, family friends, or local business people. The results of their interviews could be added to the class responses or summarized into a brief report.

SUGGESTED ACTIVITY 3-2: ENTREPRENEURSHIP IN YOUR COMMUNITY

Purpose: Curriculum Correlation

Understanding Entrepreneurship

Materials: Activity Sheet 3-2: Entrepreneurship in Your Community

Procedure

1. Teacher introduces concept of the various fields of business: extractive, manufacturing, wholesaling, retailing, and service. (Refer to pages 51-52 of *Entrepreneurship in the Alberta Curriculum: A Monograph*.)
2. Students complete Activity Sheet 3-2 individually or in pairs.
3. After listing the types of entrepreneurial enterprises that are located in their community, neighborhood (an expansion of the list they prepared in Suggested Activity 3-1), students could discuss how entrepreneurial enterprises meets society's needs.

Discussion Points

- In your list of entrepreneurial enterprises, were there fields of business that were not available in your area? If so, which ones? Why would this be the case?
- Do you see any opportunities for an entrepreneur?
- How could the fields of business located in your area affect your career choices?

ACTIVITY SHEET 3-2: ENTREPRENEURSHIP IN YOUR COMMUNITY

1. List ten products or services that you and others in your age group buy often (daily or weekly). Place a check mark (√) in front of each one that you purchase from a small business enterprise. Place an (x) in front of each one that you purchase in the community or neighbourhood.

Product

1. 2. 3. 4. 5.

6. 7. 8. 9. 10.

2. List the names of two businesses in your community or neighbourhood involved in each of the five fields of business activity. Then list the major kinds of goods and services sold by each.

FIELD OF BUSINESS	NAME OF BUSINESS	GOODS OR SERVICES SOLD
Extractive	1. 2.	
Manufacturing	1. 2.	
Wholesaling	1. 2.	
Retailing	1. 2.	
Services	1. 2.	

SUGGESTED ACTIVITY 3-3: IMPACT OF ENTREPRENEURSHIP ON MY COMMUNITY

Purpose: Curriculum Correlation

Understanding Entrepreneurship

> *recognizes the impact entrepreneurship has on the economy and society*
>
> *identifies entrepreneurial enterprises that exist in the community.*

Time: 20 minutes (plus time for interview)

Procedure

1. Ask students to review pages 9 to 13 of *Entrepreneurship: A Primer for Canadians.*

2. Ask students to relate this information to their community or neighbourhood by:

   - listing the businesses with a specific area by the number of employees and sector (refer to Table 3 of *Entrepreneurship: A Primer for Canadians*). Remember: farming and ranching can also be considered as small business
   - interviewing a member of the local Chamber of Commerce or representative of the Association of Small Independent Businesses.

Follow-Up

Reinforce the impact of entrepreneurship on the economy and society by encouraging students to research newspapers and magazines for up-to-date information related to:

- increased employment (new business starts)
- increased unemployment (businesses closing)
- government contracts (impact on society or community)
- effects of free trade on small business.

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SUGGESTED ACTIVITY 3-4: WHAT IS ENTREPRENEURSHIP?

Purpose: Curriculum Correlation

Understanding Entrepreneurship

Time: 30 Minutes

Procedure

1. Students will now have some concept of entrepreneurship. On a sheet of paper ask them to complete the following sentence: An entrepreneur is someone who . . . (complete in 20 words or less). (5 minutes)

2. Ask students to review pages 14-28 of *Entrepreneurship: A Primer for Canadians.*

3. Ask students to list the characteristics of people they believe would make the "ideal" person for whom they would like to work. For example, do they prefer a leadership style where the manager is very specific about what is to be done and does not encourage suggestions or initiative? Or do they prefer a management style where the directions are less specific and they assume more responsibility for deciding how things are done. They could think of people they work for now, or have worked for, coaches, teachers, or characters in books or on television. They should try to describe them in terms of the following aspects:

   - personal (attitudes, self-concept, etc.)
   - management (time, resources, efficiency, etc.)
   - interpersonal (dealing with others, communication skills, etc.)

Remind them that they can refer to the material studied in Theme A: Self-Management. Teachers can reference Section III of *Entrepreneurship in the Alberta Curriculum: A Monograph.*

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SUGGESTED ACTIVITY 3-5: RISK-TAKING

Purpose: Curriculum Correlation

Understanding Entrepreneurship

Materials: Activity Sheet 3-5: Risk-Taking

Time: 20 minutes (plus time for interview)

Procedure

1. Ask the students to list all the types of risks an entrepreneur may need to assume. Place these on the board.

2. Have students review pages 19-28 of *Entrepreneurship: A Primer for Canadians*.

3. Ask students to read the poem "A Time to Risk" and respond to the questions on Activity Sheet 3-5.

SUGGESTED ACTIVITY 3-6: INTERVIEW AN ENTREPRENEUR

Purpose: Curriculum Correlation

Understanding Entrepreneurship

Materials: Activity Sheet 3-6: Interview an Entrepreneur

Time: 15 minutes orientation
15 minutes debriefing

Procedure

In this activity we equate an owner of a small business with the term "entrepreneur".

1. Individually, in pairs or triads, students arrange an appointment to interview an entrepreneur. If this is not possible, a guest speaker could be invited.

2. Prior to the interview, the students should list questions they will ask.

3. Students prepare a report (written or oral) including a summary of the responses. They could also correlate their impressions of the person they interview to the characteristics of an entrepreneur and give their impressions of the work environment. The report should model effective business report writing.

ACTIVITY SHEET 3-5: RISK-TAKING

1. Read the following poem.

A TIME TO RISK

To laugh is to risk appearing the fool,

To weep is to risk appearing sentimental,

To reach out to another is to risk involvement,

To expose feelings is to risk exposing your true self,

To place your ideas, your dreams, before the crowd is to risk loss,

To love is to risk not being loved in return,

To live is to risk dying,

To hope is to risk despair,

To try is to risk failure,

Because the greatest hazard to life is to risk nothing,

The man who risks nothing, has nothing, is nothing.

He may avoid suffering...but he simply cannot learn, feel, change, grow, love, live.

Chained by his attitude, he is a slave; he has forfeited freedom.

Only the person who risks can be called a free man.

Author Unknown

2. How does this poem relate to:

a. you as an individual?

b. an entrepreneur?

ACTIVITY SHEET 3-6: INTERVIEW AN ENTREPRENEUR

In this assignment you will interview an owner of a small business.

- Contact the individual to make arrangements for the interview. (You should ask for approximately 30 minutes of the person's time.) Discuss briefly some of the questions you will be asking. Confirm the time and location of the meeting.
- Review your list of questions carefully. The questions should not be too personal.
- Be at the place of the meeting 5-10 minutes before the meeting is to begin. Review your questions.
- Before the interview begins, ensure all introductions are made and the purpose for your meeting is clear (assistance in learning about entrepreneurship).
- At the conclusion of the interview, express appreciation for the time and information provided. Send a thank you note the same or following day.
- Prepare your report:

TITLE PAGE (Report name; date submitted; submitted to)
BACKGROUND (Who you interviewed; name and position; when and where)

SUMMARY OF RESPONSES TO QUESTIONS

OBSERVATIONS

Correlate your expectations to what you actually observed (characteristics of an entrepreneur); impression of work environment.

CONCLUSIONS

What did you learn? Do you think you might like a similar career? Why, or why not?

Sample Questions:

1. What interests did you have that led you to own your own business? Why did you start your own business?
2. Is this the first business you have owned, or have you owned or tried other ideas? What form of business is this (single proprietorship, partnership, corporation)? What do you see as the advantages and disadvantages of this type of business organization?
3. What kind of planning did you have to do to set up and start your business?
4. What is your schedule for an average work day (your duties)?
5. How has your business progressed throughout the years? (How many years?)
6. What are your future plans? Do you hope to expand your business?
7. How much personal time do you put into the business?
8. What do you feel are the personality traits an entrepreneur should have?
9. What are some of the businesses you would start now if you had the opportunity?
10. Do you have any suggestions for someone who may be considering starting a business?
11. What does entrepreneurship mean to you?
12. What impact has your business had on the economy?

SUGGESTED ACTIVITY 3-7: FORMS OF BUSINESS OWNERSHIP

Purpose: Curriculum Correlation

Time: 40 minutes

Procedure

1. In a large group, discuss the various forms of business ownership and the advantages and disadvantages of each. Have students give examples of each form of business within their community.

2. Ask students to review pages 51-52 of *Entrepreneurship: A Primer for Canadians*. In discussion they can add to this list of advantages and disadvantages. They need to note that an additional form of business organization is the cooperative. Students should be able to give examples of the forms of business organization in their communities.

3. Have students work in small groups to expand comparison chart shown in *Entrepreneurship: A Primer for Canadians*, adding to each section as much as possible. (They may have some points to add as a result of their interviews: suggested Activity 3-6, Preferred Work Style/Environment.)

   This column should be used to describe personal preferences regarding work style or work environment. Students could refer to the characteristics and traits of an entrepreneur outlined in *Entrepreneurship: a Primer for Canadians* as well as their traits and resources from Theme A: Self-Management.

   Circle the advantage, disadvantage and preferred work style/environment that is most important to you at this time.

4. Have students project which type of business organization they think would be most appropriate for them:

   - early stages of their career
   - mid-stage of their career
   - final stages of their career.

SUGGESTED ACTIVITY 3-8: CREATING IDEAS FOR ENTREPRENEURIAL INITIATIVES

Purpose: Curriculum Correlation

Material: Handout: "How to Kill Ideas"

Procedure

1. Ask students to review pages 36 to 39 of *Entrepreneurship: A Primer for Canadians*.

2. Have class brainstorm and put on the board, statements that are often made that discourage ideas and prevent creative thinking. Alternatively, students can role play this activity.

HOW TO KILL IDEAS

— Don't be ridiculous
— We tried that before
— It costs too much
— It can't be done
— That's beyond our responsibility
— It's too radical a change
— We don't have the time
— That will make other equipment obsolete
— We're too small for it
— That's not our problem
— We've never done it before
— Let's get back to reality
— Why change it, it's still working O.K.
— You're two years ahead of your time
— We're not ready for that
— It isn't in the budget
— Can't teach an old dog new tricks
— Let's form a committee
— Too hard to sell
— If it was good - we'd already be doing it
— We'll be a laughing stock
— That doesn't apply to us
— We're doing the best we can
— We did all right without it
— Has anyone else ever tried it?
— It won't work in our industry

3. Students then place an X beside the statements that they have used at work, home, school.

4. Have students discuss how the killing of ideas could affect a business (interaction between employees and management) or an individual's enthusiasm for new ideas or creativity.

5. In small groups, have students develop a list of statements that would help encourage ideas and generate creativity.

6. Report back to large group.

SUGGESTED ACTIVITY 3-9: THAT'S A GOOD IDEA

Purpose: Curriculum Correlation

Time: 60 minutes

Procedure

1. Have each student list five interests and hobbies. Students could work individually or in teams.

2. Ask each student (or student team) to list two types of businesses that they could start that relate to each of their interests and hobbies.

3. Ask each student/team to broaden the list of potential business ideas (ideas about what people need/want, personal skills or training).

4. Each student/team should do a preliminary analysis of the ideas listed during No. 3 above.

   - What is the market potential (review p.46, *Entrepreneurship: A Primer for Canadians*, "Your Customers, Your Competition, Your Products")? Short list down to five potential business opportunities.

   - What location is appropriate?

   - How will you provide the service/produce the product?

   - Are there any obvious problems or concerns (need to licence)?

5. Use the decision-making model to select which business opportunities you will pursue.

ADDITIONAL SUGGESTED ACTIVITIES

1. Have students create a chart of major types of competition that business owners and managers should be aware of. Include *Business in the Canadian Environment*, Table 2.2.

2. Invite guest speakers from community and government services to explain and provide written material on developing a new business. Suggested resources include:

   Alberta Economic Development and Trade
   (Edmonton 427-0669)

   Alberta Tourism and Small Business
   (Edmonton 427-3685)

   Alberta Consumer and Corporate Affairs
   (Edmonton 427-5782)

   Local Chamber of Commerce

   Financial Institutions

3. The Calgary Board of Education has developed an annual spring competition entitled Future Entrepreneurs of Canada (FEC). Its major goal is to develop, recognize, and reward the achievements of basic business marketing and distribution service skills of students across the province. Students could form their own chapter of this association.

4. Arrange for a guest speaker from a promotion and advertising company. See yellow pages of telephone book for local companies.

5. Obtain information on display windows and have students design their own.

6. Have students write a radio jingle for selling a fictional product. Debrief by having them list the important characteristics of an effective radio advertisement.

7. Have students sell a product in class. Fellow classmates can provide feedback on their selling technique.

8. In groups of four, have students research trade magazines, business magazines, and newspapers to locate entrepreneurial opportunities. Have students present their findings to the class and discuss the feasibility of cited opportunities being successful in their community.

SECTION V:

MODULE NO. 4 –

CONSUMER AND INVESTMENT CHOICES

Consumer and Investment Choices

SUB-THEMES:

1 Financial Goal Setting
2 Personal Investment Considerations
3 Types of Investment
4 Tax Implications
5 Choices and Challenges

Student Issues:

- *How important is money to me?*
- *How will I spend my money now?*
- *How could I use my money in the future to meet my personal goals*

MODULE 4: CONSUMER AND INVESTMENT CHOICES

BACKGROUND INFORMATION

Students make daily consumer choices that impact on their future consumer and investment decisions. As a result, students are now developing habits that will affect their future decisions and options.

The Consumer and Investment Choices module offers students an opportunity to develop personal expertise in wise money management. It will help them wisely spend the resources they have now, as well as help them develop strategies for future investments.

The module addresses consumer and investment choices from a broad perspective. The concept of consumer choices includes not only the selection of material goods, but also choosing personal and professional services. For example, an individual makes a consumer choice to purchase an automobile, to hire a particular lawyer, to go into debt, or to ski in the mountains.

Making investment choices involves the same decision-making process as is inherent in what are commonly termed, consumer decisions. Certain types of investment can occur only when there is adequate income to allow funds for discretionary use. Other types of investment involve consumer choices (e.g., type of car, living accommodation, etc.).

MODULE OBJECTIVES

The student:

1. recognizes the interrelationship of personal goal setting, decision making and effective consumer and investment choices
2. develops skills and knowledge to improve consumer and investment decision making
3. identifies strategies that allow wise use of financial and personal resources for immediate and deferred wants and needs
4. recognizes the rights and responsibilities involved in consumer and investment decisions
5. increases ability to modify consumer and investment plans in response to changes in goals, lifestyle, and access to resources
6. improves ability to communicate concerns, and to make plans related to consumer and investment choices.

OVERVIEW OF SUB-THEMES

Sub-Theme 1: Financial Goal Setting

Students will consider their choices and opportunities from a broad perspective and understand how these relate to their personal lifestyle choices. They will have the opportunity to consider their needs and wants, review their present short-term and long-term goals and to relate those to financial resources they will need to attain their goals.

Sub-Theme 2: Personal Investment Considerations

Students will recognize the elements of sound investment and relate these to consumer purchases and investment choices. Advantages and disadvantages of eliminating or reducing debt will be examined as well as the implications of entering into a contract.

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Sub-Theme 3: Types of Investments

Students will examine the many types of investments; in particular, debt and equity investments. Students will be able to distinguish between the different types of investment and understand the advantages and disadvantages of each. They will consider factors affecting consumer purchasing of goods and services, and develop the skills needed for wise shopping. They will understand their rights and responsibilities as consumers, identify sources of information and assistance, and develop skills that will help them resolve consumer concerns in a positive manner.

Sub-Theme 4: Tax Implications

Students will understand the impact of investment upon personal tax and will identify strategies for reducing personal tax. A simulation of a personal tax return will be completed.

Sub-Theme 5: Choices and Challenges

Students will undertake one or more projects that support the personal consumer and investment goals identified in Sub-Theme 1. The project will allow the student to relate personal risk-taking preferences to investment options.

IMPLEMENTING THE MODULE

1. How Can This Module Be Presented?

The Consumer and Investment Choices module can be presented in various ways. Schools/teachers should decide on a strategy that is most suitable to student needs and resource support.

- Discrete: Teach Consumer and Investment Choices as a discrete module sequenced in the Career and Life Management course at any time after the Self-Management/Self-Assessment sub-theme has been completed.
- Integrated: Integrate topics or learning expectations into Theme E: Independent Living. The module has been developed to complement and expand upon objectives outlined in this theme.
- Independent Study: Allow students to complete the Consumer and Investment Choices module through independent study and research.

2. How Does This Module Relate to the CALM Core Curriculum?

The themes in the required (core) portion of the Career and Life Management curriculum (three credits) include objectives that complement this module.

Theme A: Self-Management

As students become aware of their attitudes and aptitudes and identify their short- and long-term goals, they will become more sensitive to the role consumer goods and money management plays in their lives.

Theme B: Well-Being

A personal sense of well-being involves a number of aspects that can be impacted by the financial resources that the individual can access. This is particularly important for basic needs, but may also be a consequence of perceived wants.

Theme C: Relationships

The relationships that a person forms have a direct impact on the available resource base (time, energy, money) as well as the direction the investment of those resources will take.

Theme D: Careers and the World of Work

Students will recognize the relationship between career and occupational choices and the options that are available to them as consumers and investors.

Theme E: Independent Living

Effective resource management (time, money, energy) is the key to independent living. It is recommended that if Consumer and Investment Choices is to be integrated into the Independent Living theme, the following sequence of sub-themes be followed:

- Lifestyle Choices
- *Financial Goal Setting*
- Personal Financial Planning
    - Planning
    - Financial Institutions
- *Personal Investment Considerations*
- Personal Financial Planning (Continued)
    - Credit
    - Insurance
- *Types of Investment*
- *Tax Implications*
- Choices and Challenges (concurrent in both curricula)

3. How Does This Module Relate to Other School Courses?

A number of other high school courses provide an opportunity for further study of related objectives to those outlined in Consumer and Investment Choices. (Refer to Appendix C of this document.)

Basic Business 20-30

Module 1: Canadian Business
Module 2: Consumer Credit (may be revised)
Module 3: Insurance (may be revised)
Module 4: Economic Concepts
Module 5: Small Business Management I
Module 7: Personal Financial Planning (may be revised)

Marketing 20-30

Module 2: Advertising and Sales Promotion
Module 6: Selling
Module 7: Display

Law 20

Module 2: Contract Law
Module 4: Basic Rights and Responsibilities
Module 8: Consumer Law

Personal Living Skills 10-20-30

Modules: Resource Management
Managing a Lifestyle
Living on Your Own
A Study of Housing

Economics for Consumers 20

Students will probably not have had a formal opportunity to study this area in any detail unless they completed business education courses or special projects in junior high school.

SOURCES OF SUPPORT

1. Authorized Resources

Alberta Consumer and Corporate Affairs, Consumer Education and Information. *Selected Tipsheets.* (RECOMMENDED) Teacher Resource. Available from the Regional Offices of Alberta Consumer and Corporate Affairs.

- Advertising Techniques and Guidelines
- Auto Repairs and Estimates
- Buying a House?
- Condominiums: A Housing and Lifestyle Alternative
- Common Marketplace Misconceptions
- Consumer Complaints: Both Sides of the Coin
- Co-Signing Credit Contracts
- Credit Worthiness and Credit Reporting Agencies
- Direct Sales
- Food Shopping Skills
- Guarantees and Warranties
- How Marital Status Affects Credit
- Landlord and Tenant Act
- Legal Remedies of Credit Grantors
- Mail Order Buying
- Purchase and Repair
- Mortgages
- Personal Services
- Purchasing Real Estate Outside Alberta
- Purchasing Time-Sharing
- Responsible Credit Use
- Shop Around
- Used Car Buying

Alberta Consumer and Corporate Affairs, Consumer Education and Information. *2000 A.D. A Guide to Financial Awareness*, 1986. (BASIC) Student Resource. Available from the Regional Offices of Alberta Consumer and Corporate Affairs.

> 2000 A.D. - A GUIDE TO FINANCIAL AWARENESS (booklet, 72 pp.) is an introduction to the subject of putting one's money to work to earn a profit. Its purposes are to increase one's awareness of the broad scope of financial alternatives, from term deposits and government bonds to publicly traded shares and real estate, and, more important, to increase awareness of the associated risks and rewards.

Revenue Canada. *Teaching Taxes.* Minister of Supply and Services. Updated annually. (RECOMMENDED) Teacher Reference and Student Workbook.

> TEACHING TAXES (student workbook, 160 pp.; teacher manual, 66 pp.). The workbook provides students with problems, puzzles and the required tax forms and schedules. Taxopedia provides reference material for students and teachers studying the Canadian tax systems, plus illustrations, charts, tables and graphs. It outlines the history of taxation in Canada, describes the Canadian tax system, and provides a glossary of terms, a bibliography, illustrations and explanations of forms and tax calculations. The teacher's update manual includes teaching hints, list of resource material, tax news and an answer key to student problems. Not available through the Learning Resources Distributing Centre. Order from:
>
> Revenue Canada, Taxation Branch
> Calgary - 231-4249 Edmonton - 420-4770

Alberta Consumer and Corporate Affairs, Consumer Education and Information. *Consumer Complaints: A Self Help Handbook*, 1985 (RECOMMENDED) Student Resource. Available from the Regional Offices of Alberta Consumer and Corporate Affairs.

> CONSUMER COMPLAINTS (handbook, 64 pp.). This self-help handbook in magazine format was written to help consumers resolve their complaints. It includes guidelines and methods of complaining, assertive behaviour suggestions, sources of assistance and a directory of information.

Canadian Banker's Association. *More Than Money*, 1984. (RECOMMENDED) Teacher Reference. Copies have been sent to schools in 1987-88.

MORE THAN MONEY consists of two filmstrips, two audio cassettes entitled "Choices" and "From Barter to Banks", and ten booklets entitled: (1) Teacher's Introduction (2) Banking Services Today (3) Choices (4) Insurance (5) Spending (6) Consumption (7) Investing (8) From Barter to Banks (9) Savings (10) Credit.

2. School Support Networks

In addition to colleagues in other departments (e.g., business education, home economics, mathematics), school and school system administrators can often provide support for the teacher with topics in this module.

3. Community Support Networks

Teachers will be able to access extensive community resources. Parents, representatives from business and industry (including banks and trust companies), and investment houses can help students recognize the practical value of the skills they will learn in this module as well as identify potential career options. Many of these organizations also have developed resources which can be valuable.

4. Professional References

A number of the learning resources and/or professional readings cited in the modules have not been evaluated by Alberta Education for tolerance and understanding. Their listing is not to be construed as explicit or implicit departmental approval for use. The titles are provided as a service only, to assist teachers to identify potentially useful support materials for the topics. The responsibility to evaluate these resources prior to use with students rests with the local jurisdiction. The resources designated as Basic and Recommended have met Alberta Education evaluation criteria.

Video Series: Income Tips. VICOM Productions, 3-minute videos.

01 Wills and Estates
02 The Role of the Executor
03 Find a Financial Planner
04 Into the Mortgage
05 Mortgages - Getting Out
06 Personal Net Worth
07 Reading Up
08 Savings
09 Life Insurance
10 Property Insurance
11 Tax Plan
12 RRSP's
13 Developing a Portfolio
14 Annuities
15 Mutual Funds
16 Risk Management - Investments
17 Debt Securities
18 Equity Investments
19 Nickels and Dimes
20 Financial Savings Institutions
21 Sharing Information
22 The Pyramid of Relative Risk
23 Balanced Portfolio
24 Using Credit Wisely
25 Real Estate
26 Leveraging

Birch, Richard. *The Family Financial Planning Book*. Key Porter Books, 1987.

Brown, J.J., and Ackerman, Jerry. *The New Start with $1000*. Macmillan of Canada, 1987.

Costello, Brian. *Making Money from Your Mortgage*. Random House Books, 1987.

Herbst, J., Meuser, A., and Handel, R. *Consumer Economics*. Scholastic Inc., 1980.

Touche, Ross. *Canadian Guide to Personal Financial Management*. Prentice-Hall Canada Inc., 1986.

Weiner, Andrew. *Dictionary of Personal Finance*. Random House, 1987.

OUTLINE OF LEARNING EXPECTATIONS

SUB-THEME 1: FINANCIAL GOAL SETTING

LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	NOTES
The student:			
recognizes that consumer and investment choices and opportunities are based on personal decision making	U verifying	2000 A.D., p. 1	asset: anything of monetary value that is owned liability: amount of money that is owed net worth: total assets minus total liabilities
assesses present net worth	U verifying	TRM 4-1	
reviews short-term financial goals	R listing	2000 A.D., pp. 6-7	
determines long-term financial goals	I deciding	2000 A.D., pp. 6-7	

R = Recall; U = Understanding; I = Involvement; S = Synthesis

TEACHER NOTES:

SUB-THEME 2: PERSONAL INVESTMENT CONSIDERATIONS

LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	NOTES
The student:			
practises correct use of terms related to investment	R/U observing	2000 A.D. Glossary of Terms	
recognizes the interplay between the investment characteristics: - risk - return - liquidity - term	R observing	2000 A.D., p.25 TRM 4-2	
recognizes that investment characteristics apply to consumer purchases and investment choices	U classifying	TRM 4-2	
recognizes that the value of investments may appreciate or depreciate	R observing	TRM 4-2	
assesses the advantages and disadvantages of eliminating or reducing debts as the first stage of developing a personal investment plan	U comparing and contrasting	TRM 4-3 Selected Tipsheets – Mortgages	
identifies commitments related to investment transactions: - financial - contractual - ethical	U summarizing		Guest speakers, interviews
examines the implications of entering into a contract	U predicting	Consumer Complaints: A Self Help Handbook, pp.21, 23	

R = Recall; U = Understanding; I = Involvement; S = Synthesis

TEACHER NOTES:

SUB-THEME 3: TYPES OF INVESTMENT

LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	NOTES
The student:			
• Wise Consumer Decision Making			
identifies the factors that affect consumer buying of goods and services	U classifying	More Than Money Consumption	
identifies and accesses sources of consumer information and assistance	I-S deciding, applying	TRM 4-4 Consumer Complaints pp 2-8 Selected Tipsheets – Consumer Complaints	
demonstrates an ability to resolve consumer concerns in a positive manner	S applying	Selected Tipsheets – Shop Around – Food Shopping Skills – Purchase and Repair of Major Appliances	
develops skills in wise shopping for goods and services: – timing of purchase – location – display – size/cost comparison – research vs. impulse	S applying		
assesses the influence of advertising on consumer choice	R/U observing, summarizing	Selected Tipsheets – Advertising Techniques and Guidelines	
distinguishes between consumer rights and responsibilities	U/I comparing and contrasting, deciding	Consumer Complaints: A Self-Help Handbook	

R = Recall; U = Understanding; I = Involvement; S = Synthesis

TEACHER NOTES:

SUB-THEME 3: TYPES OF INVESTMENT (continued)

LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	NOTES
The student:			
• Debt investment		2000 A.D., pp 24-30	
defines debt investment	R memorizing		Dfn: debt investment – to lend money to a borrower who pays interest for the use of such monies
examines the difference between non-traded debt investment and traded debt investment:	U comparing and contrasting		
non-traded debt investments: – demand accounts – term deposits – guaranteed investment certificates			
traded debt investments: – bonds – debentures – treasury bills			
• Equity investment			Dfn: equity investment – to share in the risks and rewards of the ownership of a business
defines equity investment	R memorizing	2000 A.D., pp 31-33	
examines the difference between common and preferred shares	U comparing and contrasting		
differentiates among growth, blue chip and speculative shares	U classifying		
• Other investments			
identifies advantages and disadvantages of other investment opportunities:	U comparing and contrasting	Annual reports from businesses	
– mutual funds – real estate – precious metals – collectables – insurance		2000 A.D., pp 36-46	

R = Recall; U = Understanding; I = Involvement; S = Synthesis

TEACHER NOTES:

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SUB-THEME 4: TAX IMPLICATIONS

LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	NOTES
The student:			
completes simulation of a personal tax return	S: applying	Teaching Taxes	
identifies strategies for reducing personal income tax	S: creating		Discuss RRSP's, charitable donations, business deductions
analyzes the impact of investments on personal taxes	U: verifying, predicting	Teaching Taxes	

R = Recall; U = Understanding; I = Involvement; S = Synthesis

TEACHER NOTES:

SUB-THEME 5: CHOICES AND CHALLENGES

LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	NOTES
The student:			
correlates personal risk-taking preferences with investment-speculation decisions	S: applying	TRM 4-2	
completes one or more projects that support personal consumer and investment goals:	S: generating, creating, applying		
– designs a balanced personal investment portfolio		2000 A.D., pp. 49-52	
– outlines a plan of action for a major consumer purchase			
– prepares a comparative shopping report			
– simulates the management of a set sum of money for a designated period (e.g., $5,000 for 6 months)		TRM 4-5	

R = Recall; U = Understanding; I = Involvement; S = Synthesis

TEACHER NOTES:

SUGGESTED ACTIVITY 4-1: ASSESSING NET WORTH

Purpose: **Curriculum Correlation**

Financial Goal Setting

assesses present net worth.

Materials: Activity Sheet 4-1: Jennifer Zimball

Time: 15-20 minutes

Procedure

1. Distribute the case study on Jennifer Zimball (year 1) and ask the students to read it.
2. Explain what a NET WORTH statement shows and how it is prepared.
3. Ask the students to prepare a NET WORTH statement for Jennifer Zimball at the end of year 1
4. Read through the case study for year 2.
5. Ask the students to determine Jennifer's net worth at the end of year 2.
6. Discuss whether Jennifer Zimball's net worth increased or decreased and by how much.
7. Discuss methods of increasing net worth
   - increasing assets
   - decreasing liabilities
8. Closure

ACTIVITY SHEET 4-1: JENNIFER ZIMBALL

ASSESSING NET WORTH – YEAR 1

Jennifer Zimball has been working for the last year and a half, since she graduated from college. She shares an apartment with a friend. Jennifer has purchased living room furniture, valued at $2,200.00, bedroom furniture valued at $1,000.00, and a stereo valued at $1,800.00. She lent $500.00 to her roommate who plans to pay the money back in six months. Jennifer has a student loan of $400.00. The loan is at a very low interest rate, so she has decided to pay it off at $50.00 each month. During the last year, Jennifer has had $90.00 a month deducted from her pay cheque to purchase a Canada Savings Bond. The bond now has a value of $1,100.00. In addition to this, Jennifer has $1,500.00 in her savings account. She has charged some clothing purchases over the last few weeks, and is expecting a bill for $400.00 on her VISA account.

Jennifer has been transferred to a different branch of the company she works for. The city bus service to the new branch is quite inconvenient, so Jennifer would like to buy a secondhand car for $4,500.00. She has asked the bank where she does her banking for a loan of $3,000.00. The loans officer has requested that Jennifer prepare a NET WORTH statement before they can consider the loan.

Jennifer is part of a mandatory company pension plan. She received a notice recently that stated that her pension plan had a redemption value of $350.00 if she were to leave the company at this time.

ASSESSING NET WORTH – YEAR 2

Based on Jennifer's net worth statement a year ago, Jennifer's bank gave her a loan of $3,000.00 to purchase a secondhand car. During the past year, Jennifer has been able to reduce the loan to $1,400.00, partly by making monthly payments, and partly by using the $500.00 that her roommate paid back to her. The car needed some major repair work this month, and Jennifer put the $700.00 expense on her VISA account. There are no other outstanding items on the VISA account.

Jennifer noticed in the paper that cars like hers are now selling between $3,300.00 and $3,400.00. Jennifer has bought a second Canada Savings Bond and continues to have money deducted from her pay cheque each month. The bonds are now valued at $2,300.00. She also purchased a new microwave oven for $550.00 during the last year. She paid cash for the microwave. Her savings account only has $200.00 in it.

Jennifer is curious to know whether her financial position has improved during the last year.

SUGGESTED ACTIVITY 4-2: ASSESSING VARIOUS INVESTMENTS

Purpose: **Curriculum Correlation**

Personal Investment Considerations

recognizes the interplay between the investment characteristics

recognizes that investment characteristics apply to consumer purchases and investment choices

recognizes that the value of investments may appreciate or depreciate.

Materials: Activity Sheet 4-2: Investment Comparisons

Time: 50-60 minutes

Procedure

1. Discuss the investment characteristics (risk, return, liquidity and term) and their relationships to each other, as outlined on page 25 of *2000 A.D.*

2. Ask students to assume that they have $10,000.00 to invest for a 5-year time period. (This means that the term will be 5 years for each investment.) They should then estimate what they believe the return, liquidity and risk will be for each of the investments. Use the attached Investment Comparisons sheet.

3. Discuss the students' responses as a class.

ACTIVITY SHEET 4-2: INVESTMENT COMPARISONS

Assume that you have $10,000.00 to invest in one of the following investments. Rate the risk involved in each of the investments on a 1 to 5 scale, with 1 being very low and 5 being very high.

Estimate the potential return on the investment at the end of a 5-year time period. Also, estimate the liquidity of each investment on a 5 point scale, with 1 being very easy to convert into cash and 5 being very difficult to convert into cash.

	Potential Return	Liquidity	Risk	Am I willing to take on this risk?
Purchase of $10,000 motorcycle				
Deposit in non-interest bearing chequing account				
Investment in a 5-year term deposit at 10%				
Down payment on a house				
Investment in the stock market				
Investment in mutual funds				

SUGGESTED ACTIVITY 4-3: ELIMINATING DEBT

Purpose: Curriculum Correlation

Personal Investment Considerations

> *assesses the advantages and disadvantages of eliminating or reducing debts as the first stage of developing a personal investment plan.*

Materials: Activity Sheet 4-3: Example Loan Repayment Schedule

Procedure

1. Distribute the loan repayment schedule and explain what it means.
2. Demonstrate that the number of payments can be lowered by reducing the principal by a lump payment.
3. Discuss the different types of mortgages.
4. Discuss the following situations:

   a. Tony Nguyen has borrowed $8,000.00 at 11% interest from the bank, to purchase a car. The bank has agreed that Tony will pay the money back over a 5-year time period, according to the attached schedule. How much money will Tony pay back?

   - What will the interest cost on the loan be?
   - Assume that 18 months have gone by. Tony has managed to save $1,000.00 and he has decided to reduce the principal on his loan by $700.00. How many fewer months will Tony now have to make payments?
   - What will be the total interest charge on the loan if Tony reduces the principal amount by $700.00 as indicated above?

   b. Charles and Lydia Johnson are in the process of buying a house. They need to borrow $50,000 and the bank has agreed to give them a mortgage. The mortgage officer has indicated that the interest rate will be 10$\frac{3}{4}$%. The Johnsons have the choice of one of the following:

   - a 25-year mortgage, with monthly payments of $481.05
   - a 20-year mortgage, with monthly payments of $507.61
   - a 15-year mortgage, with monthly payments of $560.47

   How much money will the Johnsons repay to the bank with each of the three options?

ACTIVITY SHEET 4-3: EXAMPLE LOAN REPAYMENT SCHEDULE

Loan Amount = $8,000.00
Interest Rate = 11.00%
Length of Loan = 5 years
Monthly Payment = 173.94/month

Payment No.	Interest	Principal	Balance
1	73.33	100.61	7,899.39
2	71.41	101.53	7,797.87
3	71.48	102.46	7,695.41
4	70.54	103.40	7,592.01
5	69.59	104.35	7,487.66
6	68.64	105.30	7,382.36
7	67.67	106.27	7,276.09
8	66.70	107.24	7,168.85
9	65.71	108.22	7,060.63
10	64.72	109.22	6,951.41
11	63.72	110.22	6,841.19
12	62.71	111.23	6,729.96
13	61.69	112.25	6,617.71
14	60.66	113.28	6,504.44
15	59.62	114.32	6,390.12
16	58.58	115.36	6,274.76
17	57.52	116.42	6,158.34
18	56.45	117.49	6,040.85
19	55.37	118.56	5,922.28
20	54.29	119.65	5,802.63
21	53.19	120.75	5,681.88
22	52.08	121.86	5,560.03
23	50.97	122.97	5,437.06
24	49.84	124.10	5,312.96
25	48.70	125.24	5,187.72
26	47.55	126.39	5,061.33
27	46.40	127.54	4,933.79
28	45.23	128.71	4,805.08
29	44.05	129.89	4,675.18
30	42.86	131.08	4,544.10
31	41.65	132.29	4,411.82
32	40.44	133.50	4,278.32
33	39.22	134.72	4,143.60
34	37.98	135.96	4,007.64
35	36.74	137.20	3,870.44
36	35.48	138.46	3,731.98
37	34.21	139.73	3,592.25
38	32.93	141.01	3,451.24
39	31.64	142.30	3,308.93
40	30.33	143.61	3,165.33
41	29.02	144.92	3,020.40
42	27.69	146.25	2,874.15
43	26.35	147.59	2,726.56
44	24.99	148.95	2,577.61
45	23.63	150.31	2,427.30
46	22.25	151.69	2,275.61
47	20.86	153.08	2,122.53
48	19.46	154.48	1,968.05
49	18.04	155.90	1,812.15
50	16.61	157.33	1,654.82
51	15.17	158.77	1,496.05
52	13.71	160.23	1,335.83
53	12.25	161.69	1,174.13
54	10.76	163.18	1,010.95
55	9.27	164.67	846.28
56	7.76	166.18	680.10
57	6.23	167.71	512.40
58	4.70	169.24	343.15
59	3.15	170.79	172.36
60	1.58	172.36	0.00

SUGGESTED ACTIVITY 4-4: ACCESSING CONSUMER INFORMATION

Purpose: **Curriculum Correlation**

Types of Investment

identifies and accesses sources of consumer information and assistance.

Materials: Activity Sheet 4-4: Product Comparison
Catalogues
Consumer publications

Time: 60 minutes class and library time plus out-of-class research time

Procedure

1. Divide the class into groups of three or four students.
2. Have each group pick a product that they may want to purchase, either now or sometime in the future (e.g., microwave oven, video recorder, gas barbeque, car, designer jeans).
3. Have each group research the marketplace for the particular product chosen. (If students are unable to visit a shopping centre, catalogues may be used.)
4. Have each group research the product that they have chosen in a consumer publication such as Canadian Consumer or Consumer Reports.
5. Have the groups fill out a comparison chart for their product. A sample comparison chart is attached.
6. Have each group report back to the class as a whole.

ACTIVITY SHEET 4-4: PRODUCT COMPARISON

NAME OF PRODUCT: ______________________ Group Members ______________________

____

____

____

Brand					
Cost					
Warranty					
Features					
Weaknesses					
Rating By Consumer Publication					
Other					

Recommended by Group:

SUGGESTED ACTIVITY 4-5: STOCK MARKET SIMULATION

Purpose: **Curriculum Correlation**

Choices and Challenges

> *simulates the management of a set sum of money for a designated period*

Assumption

Before this activity is used, students must have a general understanding of the stock market, including the difference between common and preferred shares, and how to interpret information on stocks from the newspaper.

Materials: A class set of newspapers, once a week for four weeks (the newspaper must contain a stock market report section)
Activity Sheet 4-5: Stock Market Simulation

Time: 60 minutes during first week of simulation
30-40 minutes during remaining weeks of simulation

Procedure

1. Divide the class into groups with four students in each group.

2. Each group is given an imaginary $50,000.00 on week one. Each group's job is to select stocks to purchase with the intent of increasing the $50,000.00. The following guidelines may make the simulation more manageable:

   - Each group may only hold ten different stocks in its portfolio at any one time.
   - The closing price is used for all transactions.
   - The minimum number of shares of a particular stock that may be bought or sold is 100 shares.

3. Each week, the group must decide which stocks to sell, which to purchase, and fill out the weekly report.

4. At the end of the four-week simulation, students can report their portfolio value.

5. Discuss the experience as a class. Consider the following questions:

   - How did you predict whether a stock would go up or down?
   - Would you have invested the money differently had it been real money?
   - How would you feel right now if it had been real money?

ACTIVITY SHEET 4-5: STOCK MARKET SIMULATION

Name: ______________________
Week No.: ______________________
Date: ______________________

WEEKLY REPORT

A. CASH FLOW REPORT

Starting Cash on Hand ☐

+ Cash received from sale of stock ☐

− Cash paid out to purchase stock ☐

Ending Cash on Hand ☐

B. SALES REPORT

No. of Shares Sold	Name of Stock	Closing Price	Net Proceeds

Total Cash From Sales ☐

C. PURCHASES REPORT

No. of Shares Purchased	Name of Stock	Closing Price	Net Proceeds

Total Cost of Week's Purchases ☐

D. VALUE OF PORTFOLIO

No. of Shares Held	Name of Share	Closing Price	Liquidation Value

Total Liquidation Value	
+ Cash on Hand	
Value of Portfolio	

ADDITIONAL SUGGESTED ACTIVITIES

SUB-THEME 1: FINANCIAL GOAL SETTING

- Develop long-term financial goals for two-year time periods, beginning with the present (two years from now, four years from now, six years from now, eight years from now, and ten years from now)
- Develop short-term goals required to meet long-term goals identified for two years from now
- Have students interview a successful business person in the community. Discuss his or her procedure used for goal setting. What are his or her short-term, long-term financial goals?
- Guest speaker on financial goal setting
- Develop individual net worth statement
- Prepare an estimated net worth statement for parent or family friend

SUB-THEME 2: PERSONAL INVESTMENT CONSIDERATIONS

- Prepare a glossary of financial terms
- Interview investment counsellor at trust company or bank
- Prepare a report that gives an overview of contract law
- Discuss with parent or family friend the benefits of eliminating debt at a faster rate

SUB-THEME 3: TYPES OF INVESTMENT

- Prepare a glossary of types of investment
- Write a letter of complaint about an unsatisfactory consumer purchase
- Read through a consumer contract (e.g., credit card contract, car repair contract, moving company contract) and make a list of details that most consumers are unaware of
- Compare the price of a pre-determined list of groceries at three different stores
- Compare the cost of a consumer item at six different times of the year (e.g., car, furniture, winter coat, etc.)
- Visit a local bank and determine the different types of accounts and the features of each
- Compare the rate of return and other features of term deposits and guaranteed investment certificates at several financial institutions
- Investigate the purchase of a treasury bill
- Explain the method of reading information about the stock market from a newspaper
- Invite a community person to speak to the class about his or her experience investing money
- Invite an investment counsellor from a financial institution to talk about various investment choices

SUB-THEME 4: TAX IMPLICATIONS

- Invite a speaker from Revenue Canada (education division) to speak on the topic of taxation.

- Fill out a basic income tax return, and then show the effect of an RRSP, and significant charitable donation.

- Discuss interest and other investment income, dividends from Canadian corporations, rental income, capital gains/losses. Refer to current income tax guide for details.

SUB-THEME 5: CHOICES AND CHALLENGES

- Register students in High School Stock Market Competition, Wilfred Laurier University, Waterloo, Ontario, N2L 3C5. This competition runs for a twelve week period each spring and fall.

- Prepare a report outlining how a windfall of $50,000.00 might be invested, including rationale for choices made.

- Invite a consumer advocate to speak to the class.

- Research a major consumer purchase and recommend a plan of action.

- Discuss the effect of compounding and the rule of 72. To figure out how long it will take money to double, divide 72 by the interest rate. (e.g., investments at 6% will double in 12 years)

GUIDELINES FOR CASE STUDIES

Use of the case study approach is suggested in several places in this module. This approach allows students to think about real life situations and apply their decision-making skills to these situations. The case study method also gives students the opportunity to observe other people's point of view.

Most of the case studies referred to give a short scenario that poses a problem. Students are asked to clarify the problem, and then a number of questions are listed. The cases can be worked on individually, in diads, or triads, or in small groups. The questions provided will often be helpful in looking at the different aspects of the case; however, the teacher is encouraged to use different or additional questions if desired.

It is important to remember that there is no one correct answer in a case study. What may be the best course of action for one individual or group may not be the best course of action for another.

Teachers may want to use a case study to introduce a topic, to explore at greater depth a topic already studied, or perhaps to evaluate student progress. The mark sheet on the right shows one method by which a student's performance in a case study could be evaluated.

EVALUATION MARK SHEET: CASE STUDY

Student Name: ______________________

Name of Class: ______________________

1 Self-Evaluation	
• Did I participate meaningfully in this case?	____ /2
• Did I listen to the contribution from other members of the group?	____ /2
• Did I relate this case to my own life?	____ /2
2 Teacher Observation of Student	
• Did student provide meaningful input?	____ /2
• Did the student listen seriously to the contributions of others?	____ /2
3 Evaluation of Group	
• Did the students identify the problem or problems in the case?	____ /2
• Did the students identify several possible solutions to the problem(s)?	____ /3
• Were the consequences of each solution identified?	____ /2
• Did the students recommend a solution and support the recommendation with a rationale?	____ /3
• Were the questions accompanying these answered realistically?	____ /5
Total Mark	____ /25

SAMPLE EVALUATION: CONSUMER AND INVESTMENT CHOICES

Many of the activities can be evaluated using a predetermined mark sheet as shown under the guidelines for case studies.

Test questions could vary in type from multiple choice or matching to essay type questions. Some examples are given below.

SUB-THEME 1: FINANCIAL GOAL SETTING

Read the scenario below, and answer the questions that follow:

> Phil Bolonsky is finishing his Grade 12 year at an Alberta high school. He plans to be an investment counsellor after he finishes a business administration program at a post-secondary school. He plans to work for a year after finishing high school before he continues his studies. Phil has a great interest in sailing and he would like to own his own sailboat one day.

1. Write three short-term goals that were identified for Phil Bolonsky.
2. Write three long-term goals that were identified for Phil Bolonsky.

SUB-THEME 2: PERSONAL INVESTMENT CONSIDERATIONS

Match the terms with the correct explanation.

1. net worth
2. liquidity
3. risk
4. share
5. term deposit
6. credit union
7. portfolio
8. return
9. RRSP
10. Canada Savings Bond
11. preferred shares
12. mortgage
13. common shares
14. interest
15. term

___ money invested for a specified period of time

___ the total investments of an individual or institution

___ the difference between total assets and total liabilities

___ financial uncertainty

___ shares that entitle the owner to fixed dividends before other shareholders are paid

___ a debt investment issued by the Government of Canada

___ the ease with which an investment can be converted into cash without appreciable loss

___ ownership of part of a company

___ the length of time before an investment reaches maturity

___ a legal document pledging a specific property as security for a loan

___ income from an investment

SUB-THEME 3: TYPES OF INVESTMENT

Your dear, departed Aunt Hermione has left you an inheritance of $20,000.00. You have no other savings. Considering the consumer and investment choices that you have studied in this unit, prepare a plan for your inheritance. This plan should include a rationale for each decision you propose.

Cultural
Bridges

SECTION VI:

MODULE No. 5 –
CULTURAL BRIDGES

SUB-THEMES:

1 Building Cultural Foundations
2 Self-Assessment
3 Improving Personal Well-Being
4 Personal Relationships Among Cultures
5 Choices and Challenges

Student Issues:

- *How do the cultures compare and contrast?*
- *What are my beliefs and values?*
- *How will others see me?*

MODULE 5: CULTURAL BRIDGES

BACKGROUND INFORMATION

Canada is a multicultural country. It has been from its earliest time, when the Native people with their many different languages and cultures inhabited the nation, through to the present, with over a hundred different cultures represented in Canada.

Since all Canadians have been granted the right to "retain, preserve and develop their own culture" by the government's multicultural policy, it is important in a course such as CALM that students have the opportunity to consider and discuss the advantages, choices, and challenges of multiculturalism. This module is designed so that it can be adapted to meet the needs of any group of students.

Much of the information and activities included in this support document focus on offering "Cultural Bridges" to Native students. Students from other heritage groups may respond quite differently. Teachers should try to ensure they have a sound understanding of the culture background of the students taking this module.

This module can be used in two ways. Students who come from cultures that differ from the mainstream need to resolve a fundamental issue: How will they define, in personal terms, the relationship of their heritage culture to that of the mainstream culture?

This module reinforces the personalized decision-making process and broadens students' options so that they can make realistic choices about how they define the relationship between the cultures in which they function. The three basic choices are:

- to reject the mainstream culture
- to become fully assimilated within the mainstream culture
- to become multicultural (to remain oriented to the heritage culture, but to be capable of functioning effectively within the mainstream culture when appropriate).

To achieve this, the students from a heritage culture must be confident that they can function effectively in both the heritage and mainstream society.

Students need practical suggestions to help them to deal with the stresses that can result from the pressure to define the relationship among cultures. A high level of stress can result when a student does not define the relationship in personal terms.

Students from a mainstream culture will benefit from improved understanding of other heritage cultures. This module will help students from the mainstream culture become more sensitive to the issues that affect those from different cultures. In addition, all students will have the advantage of an enriched base of information about other cultures.

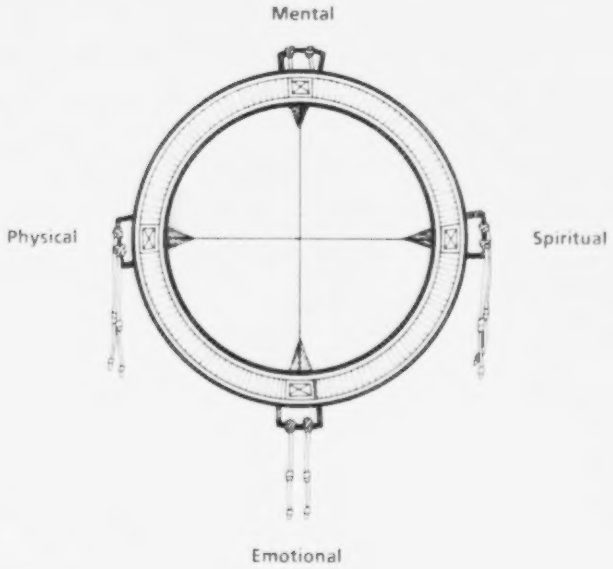
MODULE OBJECTIVES

The student:

1. identifies options and considers realistic choices about how the relationships among the cultures in which they function can be defined.
2. gains a deeper understanding and appreciation of heritage cultures and increased sensitivity to the issues that affect individuals from a heritage culture.
3. identifies and recognizes the similarities, differences, and strengths of the cultures that have impact on the individual.
4. develops confidence in the ability to make decisions that will determine his or her future.
5. develops the ability to apply communication skills and behaviours that are appropriate to each of the cultures.
6. recognizes source of support within the cultures.
7. builds self-esteem.
8. develops practical strategies for dealing with the stresses that can result from the need to define a personal relationship within one or more cultures.

For many Native groups, the Circle of Life is honoured as a depiction of the interrelatedness of the various aspects of self, nature, and society.

The Circle of Life can also represent four seasons, four directions, four races of man, four elements.



OVERVIEW OF SUB-THEMES

Sub-Theme 1: Building Cultural Foundations

Students will consider the cultures that they are studying in terms of values, lifestyles, traditions, beliefs and decision making. They will understand how cultural foundations interact with other factors to form part of a person's identity.

Sub-Theme 2: Self-Assessment

Students will explore in greater detail how expectations and perceptions from cultures affect an individual's self-concept. Students will become aware of potential value conflicts and develop communication skills that allow them to resolve conflict and improve communication when functioning within different cultures.

Sub-Theme 3: Improving Personal Well-Being

Students will consider how different cultures define well-being and how, in turn, these definitions affect the individual's attitude toward health and lifestyle. Students will also identify strategies and behaviours to improve an individual's well-being.

Sub-Theme 4: Personal Relationships Among Cultures

Students will explore effective ways of communicating and relating to people within different cultures. This will include identifying strategies for resolving conflict, dealing with and responding to various negative behaviours, and identifying priorities and cultural traditions and practices. Students will also identify support groups directly related to heritage and mainstream cultures.

Sub-Theme 5: Choices and Challenges

Students will consider career options in terms of being bicultural and relate these career opportunities to short- and long-term goals. Students will also consider the resources available within each of the cultures and compare strategies used in resource management in order to attain their desired long-term goals.

IMPLEMENTING THE MODULE

1. How Can This Module Be Presented?

This 25-hour optional module is designed to complement the compulsory 3-credit Career and Life Management course. The objectives of this module are an expansion of the objectives of the core course. This optional module is designed to be fully integrated throughout the core Career and Life Management curriculum. It is recommended that the sub-themes within the Self-Management theme be resequenced. In addition, specific learning expectations within each theme should be expanded to address the objectives for this module. In some themes, additional learning expectations have been added.

2. How Does This Module Relate to the CALM Core Curriculum?

It is recommended that the learning expectations defined within the Cultural Bridges module be integrated within the core program as follows:

CORE CURRICULUM	CULTURAL BRIDGES
Theme A: Self-Management	• *Sub-Theme 1*: Building Cultural Foundations • *Sub-Theme 2*: Self-Assessment
Theme B: Well-Being	• *Sub-Theme 3*: Improving Personal Well-Being
Theme C: Relationships	• *Sub-Theme 4*: Personal Relationships Among Cultures
Theme D: Careers and the World of Work	• *Sub-Theme 5*: Choices and Challenges
Theme E: Independent Living	• *Sub-Theme 5*: Choices and Challenges

3. How Does This Module Relate to Other School Courses?

This topic area is not new to students, particularly those from a heritage culture.

Students will have discussed the topic of multiculturalism in social studies. It is unlikely, however, that many will have actually dealt with the issues and information in the personal perspective required in this module.

This module can complement other high school courses; in particular, Personal Living Skills 10-20-30, Personal Psychology 20, and Religious Studies 15-25-35. In addition, the social studies curriculum encourages cultural awareness.

4. Suggestions for Instructional Strategies

This module can pose special challenges for teachers. For many students from heritage cultures, it takes time to feel comfortable discussing issues that concern them. It is particularly important that teachers ensure there is a safe and supportive classroom climate.

In addition, it is important that teachers are knowledgeable about the culture and sensitive to the particular communication patterns within that culture. For example, in some cultures, expressing emotion in public is considered acceptable; in others, it would be frowned upon.

One strategy that has been successful for teachers is to identify areas where there is common ground among all peoples (e.g., basic needs, humour, family values). The differences among individuals can then take on the perspective of enrichment resulting from the diverse cultural backgrounds of the students.

It is important, in this module in particular, to reinforce the concept that the focus on personal life management is placed within the broader framework of family and societal commitments. In CALM 20, the emphasis on personal assessment and life planning is viewed as complementary to family and community commitment.

Self-concept/Group concept/Cultural concept

The following suggestions should be considered when presenting this module to Native students. Please note that many of these suggestions are appropriate for all students.

1. Don't assume that all children are fully acquainted with their heritage.

2. Encourage students to recognize that Native ways of life have meaning and significance today.

3. Recognize that there are many differences among the tribes and nations of the Native people.

4. Challenge media stereotypes.

5. Recognize and respect the Native perspective of history and culture.

6. Recognize that Native students have a wide range of talents.

7. Use humour to handle situations in class, and encourage students to use humour in situations outside of class.

8. Be aware that communication patterns may differ:

   - Native students may find direct (right-wrong) questions difficult.
   - Native students' responses or needs are frequently expressed in an indirect, subtle manner, often in a three-way communication pattern.
   - Native students may use intermediaries to express ideas or concerns; for example, talk to an individual via a friend.
   - Native students may make every effort to ensure that others' pride and self-esteem is maintained.
   - In the home, Native students are not normally spoken to in a loud voice.

9. Help students make the transfer to outside the classroom.

10. Help students learn how to be assertive, and how to express their ideas:

Possible Characteristic	Suggested Instructional Strategies
Concept: Pride in heritage	
• Poor self-image	Reinforce historical pride. Build self-confidence.
Concept: Language	
• Communication barrier	Recognize English is a second language in many cases. Motivate self-expression. Build pride in being bilingual. Use silence and eye contact as a means of discipline.
• Shyness	Group participation arranged by teacher. Teams selected by numbers, colours, etc. Encourage personal contact with each other. Praise individually and in private.
• Concept of time	Recognize that time concepts differ. Correlate with employment.
• Mistrust of people from other cultures	Educate non-Native students to the importance of being honourable in their relationships with Native children. Show confidence in the Native student. Carry out promises; speak only the truth.

Possible Characteristic	Suggested Instructional Strategies
Concept: Nature of Life	
• Reflective learning	Develop projects at which they can succeed. (Philosophy of watch, then do; think, then do.) Identify projects that are particularly relevant and interesting. Avoid interruptions as students carry out the project. Allow sufficient time for students to reflect on the project.
• Group orientation	Encourage games and playground activity. Choose students as teachers or leaders by group consensus. Make school administration aware of students who could take leadership roles. Develop projects that encourage individual achievement in group setting.
• Future orientation	Show importance of planning for the future holistically. Use short-range goals in classroom to help students experience immediate success, and show how this fits into a broader context.
• Response to ridicule	Encourage mutual respect and courtesy toward one another. Do not allow ridicule or teasing.
• Attendance	Use counsellors and liaison officers. Inform parents immediately (home visitations).
Concept: Education	
• Cooperation and competition	Reinforce advantage of involvement. Teacher must take first step. Help students to deal with competitive aspects of schooling. Encourage teacher-student cooperation.
• Parental background	Include parents in class films, discussions, etc., whenever possible. Visit parents as often as possible (not just when problems occur).
• Participation	Relate classroom activities to culture as much as possible. Publicize community and cultural activities and festivals.

SOURCES OF SUPPORT

1. Authorized Resources

LaRoque, Emma. *Defeathering the Indian*, 1975. The Book Society of Canada Limited. (SUPPLEMENTARY) Teacher Reference.

This 82-page handbook provides an opportunity to view education through the eyes of a Native person and was written primarily to raise questions and issues for those who are in the process of teaching Native studies. The five chapters are: Rationale; Heritage or Culture; Stereotypes: Past and Present; The Media and the Indian, and Miscellaneous Reflections.

Irwin Publishers
180 West Beaver Creek Road
Richmond Hill, Ontario
L4B 1B4 (416) 731-4564

2. Teacher Resource Manual - Optional Program

This section of the Teacher Resource Manual provides extensive learning activities to help teachers address the learning expectations of this module. As this module may be used with students from any heritage culture, only one print resource has been authorized at this time. Teachers are encouraged to develop community support networks and involve members of the heritage cultures within the classes.

3. School Support Networks

In some schools with a high proportion of Native students, a Native coordinator may have been appointed and could be of assistance to teachers. Also, many schools have an ESL teacher who could provide direction in this module. A counsellor can help in providing services or assistance for students.

4. Community Support Networks

The Cultural Bridges module will broaden students' knowledge of the community and government programs that can provide support to the student and teacher. In some cases, these community groups or government representatives may be encouraged to visit the classes. In other cases, these groups and agencies offer support to students and adults who wish assistance in dealing with the issue that can evolve. The list below focuses on the Native heritage culture. Comparable lists could be developed for other heritage groups. Teachers wishing assistance with this should contact the Multicultural Society of Alberta,

- Elders' groups
- Community resources
- Mainstream resources – police, doctors, nurses, etc.
- Band local educational committees
- Community education committees
- Local R.C.M.P. detachment
- Parents, grandparents
- Native liaison workers
- Community organizations
- Metis educational committees
- Native Outreach

Edmonton	428-9350
Calgary	245-4374
Grande Centre	594-7360
High Level	926-3635
Hinton	865-7811
Lethbridge	320-9010

- Native Education Project

Edmonton	427-2043

- Nechi Institute/Poundmaker Lodge

Edmonton	458-1884

- National Native Alcohol & Drug Abuse Program

Edmonton	495-5409

- Native Counselling Services of Alberta

Edmonton	423-2141
Calgary	284-4851
Grande Cache	827-3800
Hinton	865-4115
Lac La Biche	623-4777
Lethbridge	329-6140
Slave Lake	849-4914
Wetaskiwin	352-2461
Peace River	624-4622

- Native Friendship Centre

Edmonton	482-7632
Bonnyville	594-7526
Calgary	264-1155

- Canadian Native Friendship Centre

Edmonton	482-6051
Grande Prairie	532-5722
High Level	926-3355
High Prairie	523-4511
Mannawanis - St. Paul	645-4630
Napi - Pincher Creek	627-4224
Nistawoyou - Fort McMurray	743-8555
Red Deer	340-0020
Rocky Mountain House	845-2788
Sagitawa - Peace River	624-2443
Sik-ooh-kotok - Lethbridge	328-2414
Slave Lake	849-3039

- Native Student Services

Edmonton	432-5677

- Native Centre

Calgary	220-6034

- Native Council of Canada (Alberta)

Edmonton	424-0830

- Metis Association of Alberta Regional Office

Edmonton	455-2200

- Northern Alberta Development Council Bursaries

Edmonton	427-2740

OUTLINE OF LEARNING EXPECTATIONS

SUB-THEME 1: BUILDING CULTURAL FOUNDATIONS

LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	NOTES
The student:			
compares and contrasts the real and perceived differences between the two cultures – values – lifestyles – traditions (customs) – beliefs – way of making life decisions	U observing verifying	TRM 5-1	
recognizes that the sense of identity is a function of cultural foundation, daily decision making and perceived role in life	R/U comparing and contrasting	TRM 5-2	
recognizes that the individual's sense of identity arises from the interaction of – the cultural foundation – the environment – self-concept – personal action planning	U summarizing verifying	TRM 5-3, 5-4, 5-5	

R = Recall, U = Understanding, I = Involvement, S = Synthesis

TEACHER NOTES:

SUB-THEME 2: SELF-ASSESSMENT

LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	NOTES
The student:			
recognizes how additional expectations from the heritage cultures affect self-concept: - ideal self - self-image - others' perception of self	R/U observing summarizing verifying		
recognizes how the varying perceptions from the mainstream culture affect one's self-concept	R/U observing summarizing verifying		
develops awareness of the potential conflict of values when functioning biculturally	U summarizing	TRM 5-6	
identifies personal communication skills and styles which affect the communication between individuals from two different cultures	R/U observing comparing and contrasting	TRM 5-9	
builds skill in improving communication blocks: - reducing blocks - expressing opinion	S applying	TRM 5-7	
investigates expectations for change: - acceptance of self - desire for change - access to support systems	U/I summarizing deciding	TRM 5-8	

R = Recall; U = Understanding; I = Involvement; S = Synthesis

TEACHER NOTES:

SUB-THEME 3: IMPROVING PERSONAL WELL-BEING

LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	NOTES
The student:			
recognizes that attitudes are determining factors in the development of well-being	U/I summarizing preferring valuing	TRM 5-10	
identifies how various cultures define well-being	U summarizing		
recognizes that attitudes are affected by background and perception - spiritual - physical - emotional - mental	R/U observing classifying	TRM 5-12	
considers strategies and behaviours that will improve the health and individual's sense of well-being	I/S preferring and valuing deciding associating	TRM 5-11, 5-13	

R = Recall; U = Understanding; I = Involvement; S = Synthesis

TEACHER NOTES:

SUB-THEME 4: PERSONAL RELATIONSHIPS AMONG CULTURES

LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	NOTES
The student:			
identifies the groups and individuals within the heritage cultures that: - provide counselling and guidance - assist in setting short- and long-term goals - define rights and responsibilities	I deciding	TRM 5-14	heritage, government
recognizes appropriate strategies for: - expressing opinion - dealing with conflict - resolving value conflicts	I/S deciding associating	TRM 5-15	
considers alternatives for dealing with and responding to: - aggression - recognition - frustration - challenge - discrimination	S speculating imagining	TRM 5-16	

R = Recall; U = Understanding; I = involvement; S = Synthesis

TEACHER NOTES:

SUB-THEME 4: PERSONAL RELATIONSHIPS AMONG CULTURES (continued)

LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	NOTES
The student:			
recognizes that there are varying levels of acceptance of others: – willingness to share	U verifying summarizing	TRM 5-17	
identifies personal priorities and compares these with others within and outside the heritage culture: – commitment to family ties – commitment to maintain the culture	I/S deciding preferring and valuing imagining	TRM 5-18	
discusses traditions and practices relating to: – dating – marriage – child rearing	U/I summarizing describing feeling empathizing	TRM 5-19	

R = Recall; U = Understanding; I = Involvement; S = Synthesis

TEACHER NOTES:

SUB-THEME 5: CHOICES AND CHALLENGES

LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	NOTES
The student:			
• Expanding Career Choices			
investigates potential career options	I preferring and valuing	TRM 5-20	
discusses advantages and disadvantages of being bicultural when making career choices	U/I comparing and contrasting describing feelings	TRM 5-21	
examines strategies for maintaining employment and developing career opportunities	U classifying summarizing	TRM 5-22	
relates career opportunities to short- and long-term goals	S associating speculating	TRM 5-23	
• Meeting the Challenge for Independence			
identifies resources available within both cultures that can assist the individual to live independently in an interdependent world	U/I comparing and contrasting deciding	TRM 5-24	
compares strategies for resource management used by each culture: – financial – environment – human – community	U/S comparing and contrasting associating	TRM 5-26	
recognizes the need to adapt to changes that occur, and develops personal strategies to cope with the changes	U/S summarizing generating	TRM 5-25	

R = Recall; U = Understanding; I = Involvement; S = Synthesis

TEACHER NOTES:

SUGGESTED ACTIVITY 5-1: COMPARING AND CONTRASTING CULTURES

Purpose: Curriculum Correlation

Building Cultural Foundations

compares and contrasts the real and perceived differences between two cultures.

Material: library resources and personal contacts
questionnaire for interview

Time: 80 minutes

Procedure

1. Have students develop a chart, using information from a variety of sources (first-hand discussion, films, texts, speakers, tapes, reference books), that identifies main areas of cultural orientation as outlined in the purpose above. Students will decide what two different cultures will be considered; e.g., Canadian Native, Southeast Asian, Slavic, Scandinavian, or African.

2. Discuss similarities and differences. Formulate explanations for these. Consider history, geography, social pressures, family aspirations, and contact with others. Be careful to have an accurate image of these similarities rather than allowing this to be affected by stereotyping.

3. Have students identify decisions they have to make on a daily basis; e.g., how to earn money, how to ask for a date, or how to settle a disagreement with a parent. Discuss how each culture provides guidelines for individuals to follow and how these might affect their feelings, decisions, and actions. For example, what would a young person of Japanese descent be expected to do and say when their parents welcome a stranger in their home? How would a young person be expected to act if this situation occurred in a Native home? Are there more similarities than differences? Why?

4. Have students develop their own method, or use the interview protocol provided, to interview individuals from cultures other than their own. If possible, this could be an out-of-class activity. Have students report their experience and their findings. Compare the responses given by those interviewed concerning their perceptions of the Canadian mainstream culture.

   During these discussions, emphasize the changes in perceptions as we have more experience interacting with people. For example, refugees may have thought everyone can very easily become rich in Canada. Or, the student may have had definite ideas about the culture of the person interviewed before the interview, and found that these perceptions changed as a result of the interview. Encourage students to share their feelings and their perceptions in an open manner, to demonstrate that we all have preconceptions about other people and their cultures, and that we all benefit from communicating with one another and trying to understand each other better.

5. Have students from different cultures role play how persons from their culture would act and what they would say in each of the following situations:
   - greet an elderly friend of the family on the street, and in the elder's home
   - introduce oneself to a person of the same age but of the opposite sex
   - complain about service given
   - compliment someone on their achievement.

6. Have students comment on how they gained a new perception of a particular culture because of the role playing.

SUGGESTED ACTIVITY 5-2: SENSE OF CULTURAL IDENTITY

Purpose: Curriculum Correlation

Building Cultural Foundations

recognizes that a sense of identity is a function of cultural foundation, daily decision making, and perceived role in life.

Material: information sources about cultures; e.g., individuals, literature, film, art, music, artifacts, library references, newspapers, photo history

Time: open-ended

Procedure

1. Students will adopt an independent study approach. Have students select one or more of the above materials for analysis. Any of the materials suggested provides insights into a culture. Students will explore how evidence of a people's culture can convey their sense of identity.

   Discussion questions:

   - What is the theme or message of the work?
   - What time period is reflected?
   - What is revealed about the cultural values and attitudes of the artist, author, musician, or craftsperson?
   - From the evidence in the source examined, what do you think is important to the people of this culture?
   - Is the work a good source of information about the culture? Do you feel that you understand more about the culture now? What have you learned?
   - How would the people of that culture perceive the work? Would they think it is an accurate, idealized, or uncomplimentary representation of their culture? Why?
   - Do you think it enhances their sense of identity?
   - If you were a member of the culture represented, how would you feel about the impression given about that culture?

SUGGESTED ACTIVITY 5-3: DIMENSIONS OF ME

Purpose: Curriculum Correlation

Building Cultural Foundations

recognizes that an individual's sense of identity arises from the interaction of:

- *the cultural foundation*
- *the environment*
- *self-concept*
- *personal action planning.*

Material: Activity Sheet 5-3: Dimensions of Me

Time: 80 minutes

Procedure

1. Ask students to complete the first part of the activity sheet. This should take only a short period of time. Discuss:
    - What should be added to describe yourself fully?
    - How did you feel while you were filling in these sheets?
    - Could you fill in all the answers? Why? Why not?
2. Have students work in pairs for 15 minutes to complete the second part of each other's form: The "Me" My Friends Know. Preferably, students would be paired with someone other than their best friend. Add information known about the other that is not included in the sheet. Explain why the answers are given. Discuss differences in perceptions friends hold of each other.
    - Identify accurate information or perceptions and where difference occurs and why.
    - Where and when is it appropriate to share the information stated in each activity?
    - What other information would be useful if you wanted to know someone well? How much does their cultural background influence the questions you would ask?
3. Have individual students make a collage to represent the cultural "Me". Students could use magazine pictures, newspaper clippings, advertisements, bits of fabric, symbols, sayings, and photographs of artifacts, countries, or events. Display with no visible identification and have students guess who is described in the collage. Identify the visual cues that were "read" to discover the person represented.
4. Have students describe cultural involvement such as choir, dance, language lessons, home and community celebrations, significant days, or special artifacts that strengthen their sense of self-concept, of who they are, and how they relate to the wider cultural community.

    Discussion questions:

    - Why are they involved? What benefits do they get from these experiences? Of all these experiences, which are most important and why?
    - Which will they pass on to their children, regardless of whom they might marry? Why?
    - What has been the greatest cultural loss in their cultural community? Why did this happen? Could it have been prevented? What has replaced that loss? Is it compensation enough?
    - What are families doing to preserve their culture and enhance their children's sense of self-concept within that culture? How do children react to this process? Why?
    - What are the external challenges that might change that self-concept to one shaped by the mainstream culture?

ACTIVITY SHEET 5-3: DIMENSIONS OF ME

PART ONE: The Official "Me"

NAME: ______________________________

BIRTH DATE: ______________________________

PRESENT ADDRESS: ______________________________

______________________________ PHONE: __________

SOCIAL INSURANCE NUMBER: ______________________________

SEX: __________ HEIGHT: __________ WEIGHT: __________

NAME OF SCHOOL: ______________________________

ADDRESS OF SCHOOL: ______________________________

____

LANGUAGE(S) SPOKEN AT HOME: ______________________________

FULL NAME OF PARENTS OR GUARDIANS (to be contacted in case of illness):

____

RELIGION: ______________________________

ETHNIC ORIGIN: ______________________________

RACE: ______________________________

RESIDENCE: ______________________________

PART TWO: The "Me" My Friends Know

My favourite:

Movies ______________________________

Sports ______________________________

Music ______________________________

Books ______________________________

TV Programs ______________________________

Animal ______________________________

Nicknames ______________________________

Likes and dislikes ______________________________

Friends ______________________________

Leisure activity ______________________________

SUGGESTED ACTIVITY SHEET 5-4: INDIVIDUAL IDENTITY

Purpose: Curriculum Correlation

Cultural Foundations

recognizes the individual sense of identity arises from the interaction of:

- *cultural foundations*
- *environment*
- *self concept*
- *personal action planning.*

Material: Activity Sheet 5-4: Individual Identity

Time: 80 minutes

Procedure

1. Divide students into groups, each with representatives from different groups of Canada's peoples. Have students discuss how the cultural foundations, environment, self-concept, and personal action planning are distinctively different in each group. How does this background affect their personal actions and decisions?

   - What would they consider to be most important in their environment?
   - What would their attitude toward it be?
   - What person would be held in highest respect?
   - Who would have the final word in decisions affecting the group? Each of them as an individual?
   - How would someone who does not agree with the consensus of the group be treated?
   - How would a person with very different talents be regarded? How would he or she feel as a member of that community?
   - What would be the role of young men? Of young women?
   - How would your self-concept be affected if you were member of the "in" group? If you were considered an outsider?

2. Apply generalizations from this discussion to questions such as:

   - What opinions do you hold of yourself?
   - Who has helped shaped these opinions?
   - What opinions do you hold about other cultural groups and individuals?
   - How are these shaped by others' influence?
   - Which are shaped entirely by your own experience? Is this possible?
   - What new understanding do you have about the shaping of one's cultural identity?

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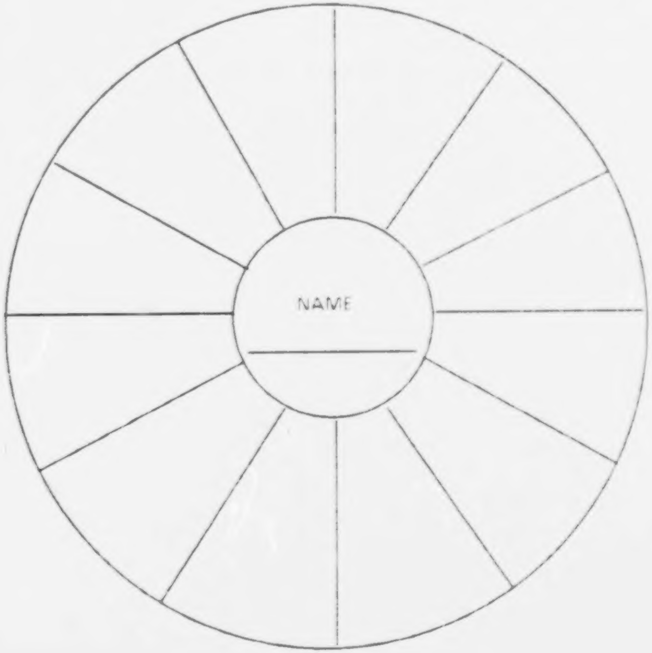
ACTIVITY SHEET 5-4: INDIVIDUAL IDENTITY

Consider the various elements that help define our identity. In a clockwise direction, write the elements that have had the greatest influence on your individual identity.

- First language; e.g., Pakois, Spanish, Cree
- Race; e.g., Negroid (black), Malaysian (brown), Caucasian (white), Indian (red), Mongoloid (yellow)
- Religious background; e.g., Anglican, Catholic, Buddhist, agnostic
- Personal and family influences; e.g., single parent, only child, twin
- Future career goal; e.g., electrician, radio broadcaster, dancer
- Add other elements that you feel have influenced your identity
- Ethnic background; e.g., Inuit, Chinese, Irish
- Geographic origin; e.g., prairie, rural, Europe, Southeast Asia, Middle East
- Special abilities; e.g., artistic, leadership qualities, mathematical aptitude
- Other influences; e.g., time, place, travel
- Gender; male, female
- Economic class; e.g., working class, independently wealthy, professional
- Age; e.g., middle adolescent, adult, senior



SUGGESTED ACTIVITY 5-5: SELF-CONCEPT

Purpose: Curriculum Correlation

Building Cultural Foundations

recognizes that the individual's sense of identity arises from the interaction of:

- *the cultural foundation*
- *the environment*
- *self-concept*
- *personal action planning.*

Material: Activity Sheet 5-5: Values

Time: 40 minutes

Procedure

1. Using the school setting as an example of the mainstream, compare the students' own values with values identified as most important in:
   - the mainstream
   - Native culture.
2. Select from the chart the values that are different from individual value systems. Relate personal experiences where a difference in values created conflict between individuals and groups. For example:
   - What would happen if a student in the Native culture argued with an adult rather than accepting the advice given?
   - How do different cultures perceive:
     - manual labour?
     - the artist?
     - the elderly?
     - a conspicuous display of wealth?
3. Have students list the values they consider to be important. Discuss how these values influence their actions and decision making.
4. Using charts 1 and 2, have students indicate which they consider of high importance (H) and low importance (L) mainstream values and Native values.
5. Have students debate the validity of each chart. Is it a fair interpretation of the values of the mainstream or Native groups? What changes should be made to each list? Why do students suggest these changes? How much is their own cultural point of view involved in their suggestions?

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ACTIVITY SHEET 5-5: VALUES

CHART 1: VALUES OF THE MAINSTREAM CULTURE	IMPORTANCE HIGH (H) LOW (L)
symbols of success (representing status, wealth, and lifestyle)	
competitiveness is a desirable quality	
individual independency is valued over dependency	
youth is the most important resource	
formal education is more important than casual experience	
pay-off is in the future rather than now	
structure and organization is important in personal and family life, in school, and on the job	
socially acceptable and unacceptable ways of criticizing others or expressing your opinion	
respect for the legal process	
emphasis is on the scientific-technological approach to solving problems	
importance of the family	
personal respect determined by the work the person does	
good health is a personal responsibility	
leisure is the reward of work	

CHART 2: VALUES OF THE NATIVE CULTURE	IMPORTANCE HIGH (H) LOW (L)
symbols of success (happiness, sharing attitude and generosity)	
cooperation is a way of becoming part of the group	
concerns of others placed before personal needs	
honouring elders because they are wise	
respect for legal process is based upon peer pressure and group structure	
leisure is part of the holistic view of life	
leave things in their natural form	
structure is important in individual, family and group unit	
good health is an individual responsibility for the well-being of the group	
importance of all individuals in the family structure	
personal respect based upon perceived generosity of person	
religion is based on reverence for nature	
respecting the artist's view of the natural world	
it is not acceptable to criticize other people's shortcomings or failures	
independence of individual strengthens group well-being	
education is in everything you do	

SUGGESTED ACTIVITY 5-6: VALUES IN CONFLICT

Purpose: Curriculum Correlation

Self-Assessment

develops awareness of the potential conflict of values when functioning biculturally.

Material: selected scenes from suitable films, videos, and programs; e.g., Loyalties, Moscow on the Hudson, Crocodile Dundee

Time: 60 minutes

Procedure

1. Discussion questions:

   - Describe some of the misunderstandings that occurred.
   - Why did the misunderstandings occur?
   - What were the consequences of the misunderstandings?
   - What strategies could be used to overcome the misunderstandings?
   - Differentiate between humorous and inconsequential occurrences and those that lead to more serious consequences.
   - Relate personal experiences where misunderstandings have resulted in alienation. How much did different cultural backgrounds have to do with this?

Have students, individually or in small groups, or pairs, analyze the film, discuss how the conflict of values was resolved, and report back to the class.

Have students describe personal experiences where a conflict of values resulted from a lack of cultural awareness or a difference in values. If these experiences were not resolved satisfactorily, discuss alternatives to the actions actually taken. Develop with the class a list of generalizations about avoiding conflict in similar situations.

SUGGESTED ACTIVITY 5-7: COMMUNICATION BARRIERS

Purpose: Curriculum Correlation

Self-Assessment

builds skills in improving communication barriers.

Time: 60 minutes

Procedure

1. Identify some of the common barriers that exist between two cultures. For example: prejudice, different language, different non-verbal communication patterns, assumptions about individuals (e.g., male/female; child/adult; boss/worker), status of the individual speaking, topics that are particularly sensitive. Select one or two of these and brainstorm ways of improving communication.

2. Role play or videotape and analyze the communication skills used in the following situations:

   - You have to communicate with a deaf person but you don't know sign language.
   - You cannot read or write but you need a job and have to fill out a job application.
   - You are six years old and you have a very important message to give to a group of adults who take no notice of you.
   - You are in a foreign country and do not speak the language. You can't find your way back to the youth hostel.

   Non-verbally communicate the following:

   - No swimming. Crocodiles.
   - Please don't stand near the window.
   - If you want to go to the bathroom, you have to get the key.
   - Caution: Electric gate will close in 30 seconds.
   - One student at a time allowed.
   - This area is a children's playground.
   - Tell the teacher you are not feeling well.

3. Summarize, in a chart, what you have learned about communication from these experiences and identify some goals for yourself for improving your communication skills.

SUGGESTED ACTIVITY 5-8: SELF AND CHANGE

Purpose: Curriculum Correlation

Self-Assessment

investigates expectations for change:

- *acceptance of self*
- *desire for change*
- *access to support systems.*

Time: 60 minutes

Procedure

1. Invite a guest speaker and arrange for an interpreter, if necessary. Have students prepare questions beforehand to get information about the themes outlined in the purpose above. Students will also host, provide assistance, and write thank you notes.

   Suggested speakers:

   - Native, recently off the reserve
   - a political refugee from Vietnam, Nicaragua, or Eastern Europe
   - senior citizen or elder
   - a woman from a traditional society who now participates fully in the Canadian mainstream; e.g., discuss changes in roles, expectations, clothing, occupation
   - a person who has suffered a major change in lifestyle; e.g., unemployed, retired, disabled, new parent, dropout, graduate
   - a professional person who moves between mainstream and traditional lifestyles.

2. Students will identify major changes that occurred in the person's life and the effect on the person's values and attitudes.

3. Have students design a personal time line illustrating significant changing points in their lives. Beneath the time line, have students indicate:

   - whether the change occurred because of personal desire for change or because of external influences, and
   - what support systems were involved.

SUGGESTED ACTIVITY 5-9: PERSONAL COMMUNICATION SKILLS

Purpose: Curriculum Correlation

Self-Assessment

identify personal communication skills and styles that affect the communication between individuals from two different cultures.

Material: library books on non-verbal communication, gestures, and communication

Time: 40 minutes and home assignment

Procedure

1. Interview family members and members of different ethnic groups for information about communication practices; e.g., an Asian family.

2. Compare how different cultures use the following in communicating with others:

   - eye contact
   - touch: handshake, kiss, hand on shoulder, hand holding
   - proximity while speaking
   - make-up and clothing as messages
   - relationships affected by differences in class, gender, reputation
   - greeting and treating the elderly, the handicapped, business partners.

3. Discuss personal experiences where problems might have occurred because of differences in communication habits; e.g., Native style of eye contact compared with other cultural groups. Identify situations such as child-adult, student-teacher, customer-salesperson where there may be different styles of communicating and relating to one another.

   Act out how parents in different cultures use words, gestures, and non-verbal communication to:

   - discipline children
   - show affection to children
   - show approval or disapproval in public places and in private
   - indicate permission for certain actions; e.g., visiting friends, staying out late.

5. Discuss how these cultural experiences affect children's behaviour as teenagers or adults. How easily can they adapt to different situations in which their cultural ways of communicating is not the norm?

6. Have students analyze their own ways of using words, gestures, and non-verbal communication to communicate the following:

   - signal for attention in a store
   - show a friend that "That's enough!"
   - indicate a wish to be involved in an activity
   - show great elation.

7. Discuss how much these actions reflect cultural influences and how much is part of an individual style that makes them recognizable to others. Have students mime the gestures and communication habits of individual classmates for others to identify. Most persons have "signature" words, gestures, and non-verbal communication habits that are part of the personal identity.

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SUGGESTED ACTIVITY 5-10: PERSONAL WELL-BEING

Purpose: Curriculum Correlation

Improving Personal Well-Being

> *recognizes that attitudes are determining factors in the development of well-being.*

Time: 45 minutes

Procedure

1. In small groups, have students discuss how they would feel in these situations and what they would do:
    - Your family's expectations of you are greater than your ability.
    - When family decisions are made, you are excluded.
    - You begin to doubt your family's religious beliefs.
    - One of your friends is of a different background and is not accepted by your other friends.
    - You cannot speak English well, but you want a part-time job at a gas station.
    - You cannot speak to your grandmother in the language she understands.
2. Discuss why being involved or being able to communicate with others is important to a person's well-being.

SUGGESTED ACTIVITY 5-11: WELL-BEING AND CULTURE

Purpose: Curriculum Correlation

Improving Personal Well-Being

> *considers strategies and behaviours that will improve health and individual's sense of well being.*

Time: 40 minutes

Procedure

1. Have students identify where mainstream culture has "absorbed" or readily accepted heritage cultures for the betterment of health and well-being. Explain how these occurrences can be both positive and negative when considered from the point of view of members of heritage cultures.

   The following themes could also be illustrated in collage

   - words from other languages that reflect well-being
   - foods served to show consideration of others
   - clothing chosen to enhance personal well-being compared to clothing worn when feeling unwell or depressed
   - different concepts of medical care or doctoring; e.g., acupuncture, midwifery, hospice care, herbal medicine, cultural home remedies
   - transportation modes that reflect changing cultural values or interests, or personal sense of security; e.g., different "class" levels on bus or train, and which you would or could choose
   - social and recreational customs that include or exclude others and affect their health or well-being.

3. Find examples of the contributions of heritage cultures that have been part of mainstream Canadian culture for some time; e.g., canoe, Vietnamese food. Discuss when, where, and why those in the mainstream are aware of a heritage culture and when it is taken for granted.

4. Compare the feelings of those in the heritage culture when other cultures adopt their practices; e.g., karate, tai chai, limbo, fashion, frozen pyrogies, German designed light rapid transportation.

5. Select one example of a culturally based innovation (such as tobacco, pizza, alcohol, skidoo in northern environments, powdered milk where breast feeding is practiced) and discuss, in small groups, how it has changed the lifestyle of those involved. Identify similar changes in your own life and compare the impact on your health or well-being.

SUGGESTED ACTIVITY 5-12: SHAPING OF PERSONAL ATTITUDES

Purpose: Curriculum Correlation

Improving Personal Well-Being

recognizes that attitudes are affected by background and perception:

- *spiritual*
- *physical*
- *emotional*
- *mental.*

Time: 45 minutes

Procedure

1. Identify the people who have been most influential in shaping your attitudes in each of these areas: spiritual values, physical aptitude and interests, emotional disposition, and intellectual ability and interests. If the same people are involved in each area, why? If not, why was it that different people had an influence in shaping your attitudes? What attributes did they have that made you receptive to their ideas or beliefs? What influence do you think you have on others?

   Note: Sensitive issues may be raised during the discussion. These should be handled with respect and discretion. The teacher's role is particularly influential in setting the tone, direction, and authenticity with which these issues are discussed and, consequently, in shaping students' attitudes. If small group discussion is used, designate one student with good leadership skills as moderator.

   Discussion Questions:

   - What are some of your spiritual values? (E.g., how do your spiritual values affect your view of justice, death, and war?)
   - How do your physical characteristics or abilities influence your perception of others? (E.g., of the opposite sex, the handicapped, or the elderly?)
   - How does your emotional state influence your perceptions of others? (E.g., when you are angry; when introduced to someone for the first time; or when friends have accomplished something with unusual success.)
   - How does what you know influence how you make decisions or interact with others? (E.g., when others' eating habits are different from yours; using fingers or knives; belching in appreciation of a meal.)

2. Write a description of how you would react to one of the following, based on your spiritual values, physical characteristics or abilities, emotional state, and what you know. Include a description of how someone of another heritage culture might react to your behaviour or comments.

   - a staged dogfight, bullfight, or rodeo
   - a beauty pageant
   - strapping of students
   - ethnic jokes aimed at your own background

SUGGESTED ACTIVITY 5-13: FEELIN' GOOD

Purpose: Curriculum Correlation

Improving Personal Well-Being

considers strategies and behaviours that will improve health and individual's sense of well-being.

Time: 60 minutes

Procedure

1. Some groups in society prefer isolation rather than integration to maintain or improve the health and well-being of their peoples. Use the following advertisement to discuss why, at different times in one's life and considering one's culture, certain choices are made in the best interests of health and well-being.

   ADULTS ONLY
   No children under 18 allowed.

   Sounds like heaven on earth? It is! Mature Park residents are secure and enjoy a quiet, pleasant lifestyle. Mature Enterprises does all the maintenance--no more lawns to cut or snow to shovel. The grandchildren can visit for up to 60 days a year. Isn't that a relief? You only have grandchildren underfoot for about one day a week! Our show homes can be viewed, by appointment only.

2. Identify other cultures that are defined by age or circumstance and discuss how you would feel in that culture; e.g., receiving your schooling in a kindergarten class, or living in a senior citizens' lodge or a veterans' hospital.

3. Have students arrive at generalizations from their discussions; e.g., people at different stages of their lives need and want different things. At one stage, isolation may be just what they need for an improvement in health or their well-being.

4. Have students create a chart of their own cultural participation. Include the benefits received:

   - groups they belong to within their own culture
   - groups they belong to in some other culture
   - places and events in the community which appeal to age groups independent of a defined culture
   - groups they would be interested in joining.

SUGGESTED ACTIVITY 5-14: COMMUNITY AND CULTURAL SUPPORT

Purpose: Curriculum Correlation

Personal Relationships Among Cultures

identifies the groups and individuals within the heritage cultures that:

- *provide counselling and guidance*
- *assist in setting short- and long-term goals*
- *define right and responsibilities.*

Material: Yellow pages for information about cultural associations and community agencies; parents and friends

Time: 60 minutes

Procedure

1. Have students find the information from the source listed and create a chart that compares assistance available from the mainstream culture with that available from a group or individually selected heritage culture:

    - groups and individuals who can provide you with needed information about the cultures
    - groups and individuals who can provide counselling and guidance to help you solve problems
    - groups and individuals who can assist you in setting short- and long-term goals
    - groups and individuals who can assist you in determining your legal rights; e.g., to drive a car, take out a loan, get married.

SUGGESTED ACTIVITY 5-15: DIFFERENT OPINIONS

Purpose: Curriculum Correlation

Personal Relationships Among Cultures

recognizes appropriate strategies for:

- *expressing opinion*
- *dealing with conflict*
- *resolving value conflicts*

Time: 80 minutes

Procedure

1. Choose two of the following scenarios for discussion:

    Scenario No. 1 A Native basketball player enters an opponent's gym and finds banners using Indian motifs, and cheerleaders in headdresses ready to support their team, the Redskins. How would Native students feel about this? As a result, a student files a protest with the school authorities claiming that Native people are being demeaned.

    Conduct a board meeting, with students taking the part of various board members who must deal with the protest. One student presents the reason for the protest; another supports the argument.

    Scenario No. 2 The textbook that a high school class is using focuses on the development of the Canadian West. The text contains an extract from a diary written in the early 1800's. The Native peoples are referred to as "savages". A parent demands that the teacher remove the book from the classroom. If you were the teacher, what would your response be?

In small groups, develop the teacher's plan of action. Have the recorder present a summary from each group. As a class, discuss the effectiveness of the strategies proposed by each group and whether the conflict would remain unresolved. Have students return to their groups and assess their own discussion process:

- Did each member have a fair chance to express an opinion?
- How was conflict resolved in the group?
- What different values were expressed by the group?
- How was consensus reached?
- What strategies were used to reach consensus?

Scenario No. 3 A pamphlet describing Canada includes the following statement:

Our Cultural Wealth...Our greatest resource is our 25 million people. Indian and Inuit tribes were the first to settle here, thousands of years before the European 'discovery' of Canada. Most Canadians trace their origins to the British Isles (45 percent) or France (29 percent). But we have also been enriched by immigrants from many other lands: Germans, Italians, Greeks, Ukrainians, Poles, East Indians, West Indians, Chinese and Japanese, to name a few, have added to the beauty of our ethnic mosaic.

- How would different ethnic groups react to this statement?
- Do Native people view themselves as first settlers?
- What assumptions are conveyed by the language?

Have each student write a paragraph or draw a cartoon that would describe how one of the groups mentioned in the pamphlet statement has enriched the Canadian mosaic.

Scenario No. 4 A student is required to wear shorts for physical education. The family background does not approve of such dress. How can this be handled? Physical education is a required course for high school graduation.

Have students write a letter from the teacher to the student's parents explaining this requirement and offering suggestions to resolve the issue.

SUGGESTED ACTIVITY 5-16: ALTERNATIVE OPINIONS

Purpose: Curriculum Correlation

Personal Relationships Among Cultures

considers alternatives for dealing with and responding to:

- *aggression*
- *recognition*
- *frustration*
- *challenge*
- *discrimination.*

Material: case studies below

Time: 75 minutes

Procedure

In small groups, brainstorm how you would react in one of the following situations. Choose the best scenario, and role play it for the rest of the class. Class discussion could include how different groups made their decision to take a particular action, as well as how effective their choice would be in responding to the situation. Use the decision-making model outlined in the Self-Management theme, or select one of your own.

- A black person has accepted a job at the local fast food outlet. On his very first shift, the manager overhears another employee say, "If a black person is going to work here, I'm sure not going to!"
- A student from a culture where group recognition is highly regarded is selected by the student body to receive an individual award.
- A couple have a child. They decide that the husband will stay home to look after the child. The husband is refused paternity (maternity) benefits.
- A student who hasn't any friends is approached by a very popular student and pressured to use drugs.
- A very capable young woman says she wants to be a nurse. Her friends advise her to become a doctor because she has the ability. Although she would like to, she claims that her family would never accept that.
- A Native person responds to a 'help wanted' sign in the front of a store. The Native is informed that the job is already taken. He then learns that the job was not taken but later was given to a non-Native.
- A student wants to change classes because of a personality conflict with a teacher. When the counsellor says that this is not possible, the student points out that others have changed classes, and claims unfair treatment.

SUGGESTED ACTIVITY 5-17: ACCEPTANCE DEPENDS...

Purpose: Curriculum Correlation

Personal Relationships Among Cultures

recognizes that there are varying levels of acceptance of others:

– willingness to share.

Time: 60 minutes

Procedure

1. Have students make a list of stereotypes that they believe exist about their cultural background. Think about friends who belong to the same culture.
   - Do the stereotypes ring true? Why?
   - How do stereotypes begin?
   - How and why do they continue?
   - How can people counter stereotypes told about them?
2. Review a joke that stereotypes a certain group in terms of the questions noted in No. 1.
3. Have students recall a situation in which they were stereotyped, and how they felt about it. Consider age, race, gender, job, or religious stereotyping.
4. Identify groups with which individual students associate. Identify groups they are apprehensive about joining, and discuss reasons for these feelings.
   - What role does stereotyping play in determining why belonging to some groups is acceptable, while belonging to other groups is not?
   - Whose opinions really count?
   - What are the issues involved?
5. Have groups of students choose a culture very different from their own, in which they image they will live for six months:
   - What would be their most immediate concerns? How would these be resolved?
   - What would they miss most?
   - What aspects of their own culture would they want and try to retain?
   - What is the likelihood that they would be perceived as stereotypical of their own culture?
   - How important would it be to be accepted by persons from the other culture?
6. Compare the findings of each group and consider which stereotypes played a part in their answers?
   - What are the factors that determine whether people will share their ideas, beliefs, or dreams with others (e.g., feelings of tolerance, appreciation, respect, patience, peer and social pressure or expectations, and empathy)?
   - Are feelings about culture influenced by stereotypes or actual experience?
7. Have students plan a school campaign against stereotyping (e.g., sexual stereotyping: "Girls can't... Boys can't..."; vegetarians are strange; persons with handicaps are "special").

SUGGESTED ACTIVITY 5-18: PERSONAL PRIORITIES

Purpose: Curriculum Correlation

Personal Relationships Among Cultures

identifies personal priorities and compares these with others within and outside the heritage culture:

- *commitment to family ties*
- *commitment to maintaining the culture.*

Time: 60 minutes

Procedure

1. Have students identify priorities within their own culture and within the mainstream Canadian society.
    - What differences exist, if any?
    - With what effect?
    - How are personal priorities set?
    - How much are they influenced by one's own culture? By the mainstream? By individual interests and will?

2. Discuss how the priorities in each of the following cultural behaviours can affect personal attitudes, action or decisions:
    - sources of pride (e.g., musicians, artists, authors, politicians, heroes)
    - religion
    - politics
    - law
    - current issues; e.g., abortion
    - the family
    - social etiquette
    - child raising
    - customs and holidays
    - concepts of cleanliness
    - concepts of time
    - generosity

3. Select a method to display how one or more of the priorities discussed are influenced by culture, especially where there are differences from mainstream culture. For example, collecting or drawing examples that compare Native Indian spiritualism, or the Jewish or Italian extended family, with mainstream practices.

SUGGESTED ACTIVITY 5-19: TRADITIONS AND PRACTICES

Purpose: Curriculum Correlation

Personal Relationships Among Cultures

discusses traditions and practices relating to

- *dating*
- *marriage*
- *child rearing.*

Time: open-ended

Procedure

1. Develop a wall chart that compares these practices in different cultures. Include cultures represented in the class, especially those not previously considered in discussions. Some of the issues raised will have to be handled with sensitivity, respecting cultural differences and the feelings of individual students.

2. Emphasize commonalities such as the importance of tradition and ritual in maintaining cultural solidarity; the spiritual basis for decisions in dating, marriage, and child rearing; individuals' commitment to preserving cultural values and, for some cultures, the gradual and often subtle incorporation of mainstream practices.

SUGGESTED ACTIVITY 5-20: CAREER OPTIONS

Purpose: Curriculum Correlation

Choices and Challenges

investigates potential career options

Time: 40-60 minutes

Procedure

1. Have student develop a personal career inventory; e.g., perceived strengths and experiences they feel are important, and careers related to interests or cultural heritage.

2. Trace personal family tree in terms of occupations.

   - Is there a pattern?
   - Does the pattern determine or predict career possibilities?
   - Are there cultural preferences or prohibitions to consider in career planning?
   - Does the role or gender influence career options? Does this have a cultural bias?
   - Is it desirable or possible to overcome this?

3. Discussions might involve community members or persons from various cultural groups.

SUGGESTED ACTIVITY 5-21: CULTURE AND CAREERS

Purpose: Curriculum Correlation

Choices and Challenges

discusses the advantages and disadvantages of being bicultural when making career choices.

Material: Activity Sheet 5-21: Culture and Careers

Time: 60 minutes

Procedure

1. Using the Career Decision-Making Chart, have students list factors that influence their own career choices. Students may complete the chart individually or it may be more appropriate for a given group of students to use the chart structure as a discussion guide. Examples are given to suggest the kind of information that could be included.

2. Have students consider alternative career possibilities:

   - list of possibilities
   - identify advantages of each
   - identify disadvantages of each
   - work out a final choice.

General Beliefs in Mainstream About Being Bi/Multicultural

- being bi/multicultural gives one "an edge" in applying for jobs or entering higher education
- more and more people are learning heritage languages
- unilingual persons may soon find it hard to find employment
- knowing languages opens up a new and enriched world and increases chances of making new friends

Personal Concerns About Deciding on Career Options

- wondering if involvement in heritage culture for career options is preferable to career in mainstream
- wondering about how strong cultural interests for a particular career really are
- wondering about future prospects if unilingual
- concerned about expectations to be met in further education or training
- concerned about financing further education or training

Options and Consequences of Being Unilingual

- probability of limited career options
- belief that no one needs to know a foreign language
- belief that everyone should speak English
- perceived pressure to learn another language.

Options and Consequences of Being Bi/Multilingual

- perception that larger world is open for career opportunities
- possible ostracism from some
- expanding community that values multiculturalism

Opportunities That My Heritage Culture Offers for Career Choices

- opportunities for personal development
- opportunities for role models and career information and counselling
- career possibilities within social, recreational, business, or professional areas related to heritage culture

Personal Knowledge, Skills and Attitudes from My Heritage Culture

- do not anticipate using language other than English
- anticipate studying and working in the English mainstream
- have no particular interests in heritage cultures in choosing my career options
- fluency in one or more language other than English
- familiarity with heritage culture background and traditions
- contacts with heritage culture community
- equally comfortable in mainstream and heritage culture

ACTIVITY SHEET 5-21: CULTURE AND CAREERS

CAREER DECISION-MAKING CHART

NAME: ______________________________ GRADE: __________________

General beliefs in mainstream culture about being bi/multilingual:

____

____

____

Personal concerns about deciding on career options:

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Options and consequences of being unilingual:

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Options and consequences of being bi/multilingual:

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Opportunities that my heritage culture offers for career choices:

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Personal knowledge, skills and attitudes from my heritage culture:

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Alternative career possibilities:

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SUGGESTED ACTIVITY 5-22: CAREER STRATEGIES

Purpose: Curriculum Correlation

Choices and Challenges

examines strategies for maintaining employment and developing career opportunities.

Time: 90 minutes

Procedure

1. Students work in small groups to develop a radio broadcast format that uses interviews and scenarios to examine strategies for maintaining employment and developing career opportunities.

2. Students will need to seek out scenarios that can be a feature of the script, such as:

   - being late for work and facing consequences
   - being multilingual and assisting a customer by acting as a translator or interpreter
   - a sense of style that would help customers choose becoming clothing
   - the ability to understand what someone means even if they can't describe it properly, e.g., a mechanic understanding a customer's vague description of car trouble
   - an employee who is prepared to work on Sundays if permitted to have own Saturday sabbath off to participate in religious practices.

3. Design and illustrate a "handout" that a company might produce for its work force, that gives advice on keeping employment, e.g., doing a good job on-the-job. Might be in question-answer format (Ann Landers' style). Include references to workers who are bicultural or bi/multilingual and show what a great company it is to work for in terms of career opportunities.

SUGGESTED ACTIVITY 5-23: CAREER GOALS

Purpose: Curriculum Correlation

Choices and Challenges

relates career opportunities to short- and long-term goals.

Material: Activity Sheet 5-23: Short- and Long-Term Career Goals

Time: 60 minutes

Procedure

1. Have students brainstorm the advantages and disadvantages of setting short- and long-term goals in planning their careers.

2. Have students develop a personal, cultural and educational profile, using their present situation as the initial profile base and projecting their future goals for a three, five, and ten year period. The sample sheet could be used.

3. After students have completed their own profile, discussion should focus on changes that may necessitate alterations in their future goals; e.g., marriage, divorce, single parent, transfer, illness, inheritance or unemployment. Stress flexibility, adaptability, and creative problem solving in using long-term goals in career planning.

ACTIVITY SHEET 5-23: SHORT- AND LONG-TERM CAREER GOALS

NAME ______________________ DATE ______________________ GRADE __________

	CURRENT STATUS	IN 3 YEARS	IN 5 YEARS	IN 10 YEARS
PERSONAL	e.g., single, graduate, high school, police work, married, promotion			
CULTURAL	e.g., Spanish, travel director, dance			
EDUCATIONAL	e.g., science interests, science major, engineer, own company			
OBLIGATORY	e.g., help in family business, should be on my own maybe some support from family, probably independent by now, handicapped brother may need help			

SUGGESTED ACTIVITY 5-24: CULTURE RESOURCES

Purpose: Curriculum Correlation

Choices and Challenges

identifies resources, available within both cultures, that can assist the individual to live independently in an interdependent world.

Material: telephone directories, newspaper, school counsellor, guidance centre, community agencies and personal connections

Time: 60-90 minutes

Procedure

1. Have students find out where they can get information about living independently of both the mainstream and heritage culture; e.g., funding for further education or occupational training; opportunity for work study or work experience; job shadowing; opportunities to talk to persons in various occupations about their work or special interests; community and government agencies that can offer assistance in career planning; starting a small business; consumer information; accessing social assistance; financial planning; health services; and continuing education opportunities.

2. Once students have identified cultural resources in their community, have them, individually or in small groups, contact one or several sources to find out more specifically the kind of advice, assistance or services they can access now, upon graduation, and later in life.

3. Have students outline the information that they have gathered and create a plan for living independently in an interdependent world. For example, have students estimate their earning potential and become involved in financial planning from their current status onward. Consider likely family and community assistance, and personal efforts needed to achieve independence.

4. Discuss the kinds of responsibilities they will be expected to assume in return for the information and assistance they can access from heritage and mainstream cultures (e.g., What will be their contribution to the well-being of their community, family and friends?)

SUGGESTED ACTIVITY 5-25: ADAPTING TO CHANGE

Purpose: Curriculum Correlation

Choices and Challenges

recognizes the need to adapt to changes that occur, and develops personal strategies to cope with the changes.

Time: 60 minutes

Procedure:

1. Have students develop two scenarios that show how individuals cope with and adapt to change. These scenarios can be written, video-taped, or illustrated. Consider the following changes in personal circumstance:

    - student becomes an employee
    - employee becomes an employer
    - minor becomes an adult
    - single person marries
    - rural resident moves to the city (or reverse)
    - physically able person becomes physically handicapped
    - single person becomes a parent
    - someone employed becomes unemployed

2. Have the students suggest and discuss other situations that might occur.

SUGGESTED ACTIVITY 5-26: CULTURAL MANAGEMENT OF RESOURCES

Purpose: Curriculum Correlation

Choices and Challenges

compares strategies for resource management used by each culture:

- *financial*
- *human*
- *environment*
- *community*

Material: art supplies, old magazines, advertising, foreign language newspapers, etc.

Time: open-ended

Procedure:

1. Illustrate how each culture manages financial, human, environmental, and community resources. For example:

    - financial resources - money, gold, wives, jewels, livestock, or property, as symbols of wealth
    - human resources - elders, extended family, nuclear family, single person, single parent, special friends
    - approaches to environmental resources - exploitive, stewardship, conservationist, religious and secular views of nature and technology
    - community resources - church, school, neighbours, local and government agencies, and groups oriented to self-sufficiency

ADDITIONAL SUGGESTED ACTIVITIES

FAMILY HISTORY

Have students write about OR get information about, and discuss, their cultural history, in the following ways:

- the effect of modernization upon the family since their arrival in Canada or Alberta, or from the urban or rural environment
- the impact of social and occupational mobility upon the family
- the impact of modernization upon the family
- the acculturation process and the degree to which the family is assimilated within Canadian society
- the effect of education upon the family
- changes in society and their impact upon gender roles within the family
- the impact of intermarriage upon the family and its original traditions
- the role of the elderly within the family
- the family and the concept of extended kinship involvement

PHOTO HISTORY

- Describe the people pictured. Who are they and what are they doing?
- In your opinion, what information does the picture give about the culture and historical period in which it was taken? What symbols convey this information?
- In your opinion, how accurately does the picture convey cultural, social and economic background of the people involved? How could you confirm your opinion? In what ways does the picture help or prevent you from viewing the place or status of the people involved within the mainstream society?
- Discuss how the picture could be used to enhance the concept of cultural bridges, and how it can be used to negate it.

USING LITERATURE AS A SOURCE OF CULTURAL INFORMATION AND CULTURAL IDENTITY

Literature can provide many insights into culture. Through literature you can gain knowledge about different people and their culture. The following questions are to assist you in examining literature as a source of information about cultures.

- What is the theme of the book?
- Is the book fiction or nonfiction, and in what time period is it set? Does it reflect typical mainstream perception of the particular culture for that time? Currently?
- What is known about the author? In what ways is the author's own cultural background reflected in the work?
- How do the main characters reflect or relate to the culture being represented in the book?
- Is the book a good source of cultural information? If so, what did you learn about that culture that you didn't know before? In what ways does the work help develop an understanding of why people do the things they do?

The same type of questions can be adapted for other media forms such as film, art, dance, or music.

CAR BUMPER STICKER

Have you hugged

your child today?

Explain that touch is probably the most powerful means of communicating with another human being. There are a number of touch categories:

Professional - touches while performing a special role; e.g. dentist, doctor, masseur or masseuse, physiotherapist, tailor, hairdresser or stylist.

Social (polite) - handshake, kiss on cheek, nudge, shoulder clap, double hand slap, elbow guiding, hand support on entry or exit from car or for elderly.

Friendship - touch associated with relationships within an extended family, close neighbours and friends, e.g., holding, hugging, or comforting for long periods of time.

Love - close family members or intimates where affection and caring predominate.

Some cultures are more "non-contact" than others. For example, Canadians may seem "cold" when compared to "contact culture" people from the Mediterranean area.

- What does the bumper sticker tell you about Canadians? Why is it necessary to be hugged?
- How do you feel about touching and being touched? Does it relax you or make you feel clumsy and tense? Why?
- How do you feel about politicians kissing babies and shaking hands with hundreds of people each day during an election campaign? What message are they trying to give? Is it effective? For whom?
- How do you feel when someone touches you on the arm or shoulder and commiserates with you when you have lost a game or not done very well on a project?
- How do you feel when you see male athletes hugging and kissing one another after a goal is scored in a hockey game? What would you do if your classmates did the same thing if you scored 100% on a test?
- Following a car accident, a woman was trapped in the wreck. While rescuers struggled to release her, all she wanted to do was hold the police officer's hand? What did the policeman's touch mean to the woman?

Human Sexuality
Entrepreneurship
Dealing with Crises
Consumer and Investment Choices
Cultural Bridges

APPENDICES

TEACHING ABOUT AIDS: A SERIES OF LESSONS PROVIDING INSTRUCTION ABOUT AIDS AND OTHER SEXUALLY TRANSMITTED DISEASES*

LESSON PLAN 1: AIDS IN THE CONTEXT OF SEXUALLY TRANSMITTED DISEASES

Estimated Time: 80 minutes

Objective

The student increases knowledge and understanding of AIDS in the context of sexually transmitted diseases

Learning Expectations

The student:

- describes germ theory at introductory level
- defines sexually transmitted disease (STD)
- identifies how HIV infection is similar to and different from other sexually transmitted diseases
- lists common signs and symptoms of STD
- overviews methods of transmission
- describes preventive behaviours
- identifies services available in Alberta for information, prevention and treatment
- recognizes the importance of contact identification and tracing
- recognizes confidentiality issues in dealing with sexually transmitted diseases

Procedure

1. Preparation

   a Read the designated pages in the student and teacher resources, as given in Lesson Outline 1

   b Prepare a question box. Suggest that students write their questions on 3½" X 5" filing cards and put them in the box

2. AIDS in the Context of Sexually Transmitted Diseases

   a Point out that AIDS education will be incorporated within the broad context of human sexuality since it is primarily a sexually transmitted disease. Human sexuality will be addressed within the context of responsible decision making. Describe the sensitivity surrounding sexuality education. Have students list the reasons for the sensitivity

   b Point out that the school wants to work with the home and community. Have students describe ways this can happen

   c Discuss the importance of an appropriate classroom climate. Ask students to list adjectives to describe an appropriate classroom climate. Write this list on flip chart paper and tack it up somewhere in the classroom. Check for adjectives such as open, respectful, supportive, trusting, confidential

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* Although these lessons are organized for three 80 minute lessons, the objectives can be met more effectively if more time is allocated

d. Give an introductory level mini-presentation on germ theory.

(Resource: *Sexually Transmitted Diseases: Teaching Outline and Resource Guide*, pp. 15-16.)

e. Give a mini-presentation on the definition of STD and common signs and symptoms.

(Resource: *Sexually Transmitted Diseases: Teaching Outline and Resource Guide*, pp. 8-9, 30.)

f. Describe how HIV infection is similar to and different from other STD.

(Resource: *Teaching AIDS: A Resource Guide on Acquired Immune Deficiency Syndrome*, pp. 65-66.)

g. Briefly overview methods of transmission of STD.

(Resource: *Sexually Transmitted Diseases: Teaching Outline and Resource Guide*, pp. 20-29.)

h. Have students do Student Activity *Teaching AIDS: A Resource Guide on Acquired Immune Deficiency Syndrome*, pp. 67-68, Section III: Changing Behaviors C and D. Change word AIDS to STD. Write the statements on the chalkboard and ask students to discuss the factors. Discuss maintaining healthy behaviours.

i. Identify services available for information, prevention, and treatment of STD in the local community and in the province. Identify services that are missing. Discuss with students how these services could be made available.

(Resource: *Sexually Transmitted Diseases: Teaching Outline and Resource Guide*, p. 12.)

j. Describe and discuss the importance of contact identification and tracing. Discuss personal responsibility.

(Resource: *Sexually Transmitted Diseases: Teaching Outline and Resource Guide*, p. 13.)

k. Give students some time to develop issues regarding confidentiality of persons with STD. Have students present issues in class. Discuss reasons for and against confidentiality.

(Resource: *Sexually Transmitted Diseases: Teaching Outline and Resource Guide*, p. 13.)

3. Conclusion

Remind students to put questions in question box. Have students evaluate classroom climate by offering verbal feedback. Discuss ways to promote positive classroom climate for the next class. List on flip chart paper and tack in classroom.

Evaluation

Ask for class feedback regarding the information they have learned in this lesson. What new terms have they learned? What other information do they need?

APPENDIX A(3)

LESSON OUTLINE 1: AIDS IN THE CONTEXT OF SEXUALLY TRANSMITTED DISEASES **ESTIMATED TIME: 80 minutes**

LEARNING EXPECTATIONS	RESOURCE CORRELATION	NOTES
The student:		There could be a student(s) who may have contracted HIV infection (including AIDS) or another sexually transmitted disease. Teach the class with an awareness of and a sensitivity to that possibility.
describes germ theory at introductory level	Ⓢ pp. 15-16 Ⓐ pp. 23-25 Ⓣ pp. 23-33	
defines sexually transmitted diseases (STD)	Ⓢ pp. 8-9	ⓈDetailed information for teacher reference pp. 20-29
identifies how HIV infection is similar to and different from other sexually transmitted diseases	Ⓢ pp. 17-19 Ⓐ pp. 65-66 Ⓣ pp. 50, 59	
lists common signs and symptoms of STD	Ⓢ p. 30 Ⓣ p. 50	
overviews methods of transmission	Ⓐ pp. 20-29	
describes preventive behaviours	Ⓢ p. 14 Ⓐ pp. 33, 67-68	Ⓐ p. 67 Section III: Changing Behaviors C and D Student Activity: Change word AIDS to Sexually Transmitted Diseases
identifies services available in Alberta for information, prevention and treatment	Ⓢ p. 12	
recognizes the importance of contact identification and tracing	Ⓢ p. 13 Ⓣ pp. 64-67, 72-79	Reportable diseases are traced, non-reportable diseases are not traced.
recognizes confidentiality issues in dealing with sexually transmitted diseases	Ⓢ p. 13	

TEACHER NOTES:

Resource correlations:
Ⓢ Refers to Teacher Reference – *Sexually Transmitted Diseases: Teaching Outline and Resource Guide*
Ⓐ Refers to Teacher Reference – *Teaching AIDS: A Resource Guide on Acquired Immune Deficiency Syndrome*
Ⓣ Refers to Teacher Reference – *AIDS: A Teacher Resource Package*

LESSON PLAN 2: WHAT IS HIV INFECTION? (INCLUDES AIDS)

Estimated Time: 80 minutes

Objective

The student increases knowledge and understanding of Human Immunodeficiency Virus (HIV) infection including Acquired Immune Deficiency Syndrome (AIDS)

Learning Expectations

The student

- defines the spectrum of Human Immunodeficiency Virus (HIV) infection, including Acquired Immune Deficiency Syndrome (AIDS)
- identifies the causative organism
- differentiates between facts and fallacies
- describes methods of transmission of HIV infection
- describes risk behaviours
- identifies classifications (stages) of HIV infection and associated symptoms
- recognizes the HIV antibody test and significance of positive or negative results
- describes preventive behaviours including abstinence, safer sex, avoiding intravenous drug use
- describes treatment
- identifies services available in Alberta for information, prevention and treatment.

Materials/Equipment

overhead projector, transparencies, flip chart, felt pens

Procedure

1. Preparation

   a Read the designated pages in the student and teacher resources, as given in Lesson Outline 2

   b Read through questions in the question box and decide on a strategy for answering them

   c Make transparencies from blackline masters

2. Introduction

   a Describe the sensitivity surrounding AIDS education Have students list reasons for the sensitivity

   b Pre-test *AIDS What Young Adults Should Know* (pp. 2-3, pre-test for knowledge; pp. 4-5, pre-test for attitudes)

APPENDIX A(5)

3. **HIV Infection, Including AIDS**

   a. Divide students into groups of three. Ask them to list on flip chart paper statements they have heard or read about AIDS. Tack flip chart paper in classroom.

   b. Give a mini-presentation of HIV infection spectrum. Have students refer to text.

   (Resources: *AIDS: What Young Adults Should Know*, pp. 7-10; *Teaching AIDS: A Resource Guide on Acquired Immune Deficiency Syndrome*, pp. 9, 93-95.)

   Note: *Teaching AIDS: A Resource Guide on Acquired Immune Deficiency Syndrome*, p. 95 – blackline master. In these plans, blackline master HIV Infection Iceberg.

   c. Continue with a mini-presentation on causative organism. Have students refer to text.

   (Resources: *AIDS: What Young Adults Should Know*, p. 7, and *Teaching AIDS: A Resource Guide on Acquired Immune Deficiency Syndrome*, pp. 73-76.)

   d. Briefly describe methods of transmission of HIV infection. Have students refer to text.

   (Resources: *AIDS: What Young Adults Should Know*, p. 11; *Sexually Transmitted Diseases: Teaching Outline and Resource Guide*, p. 29; *Teaching AIDS: A Resource Guide on Acquired Immune Deficiency Syndrome*, pp. 9-11, 36-38.)

   Note: *Teaching AIDS: A Resource Guide on Acquired Immune Deficiency Syndrome*, pp. 36-38 blackline masters and in these plans blackline master Methods of Transmission of HIV Infection from Infected to Non-infected Person.

   e. In procedure 3a, students were asked to record on flip chart paper statements they had heard or read about AIDS. These comments were tacked up in the classroom. Have students classify, where they can, the comments that are facts or fallacies. Leave until later other comments that cannot be classified.

   f. Give mini-presentation on risk behaviours, classifications (stages) of HIV infection, and associated symptoms. Have students refer to text.

   (Resources: *AIDS: What Young Adults Should Know*, pp. 8-9; *Sexually Transmitted Diseases: Teaching Outline and Resource Guide*, p. 30, and *Teaching AIDS: A Resource Guide on Acquired Immune Deficiency Syndrome*, pp. 11-12, 16-18, 21-25.)

   Note: The term AIDS-related complex (ARC) is no longer used.

   g. Give mini-presentation on HIV antibody test, significance of positive and negative results and treatment. Have students refer to text.

   (Resources: *AIDS: What Young Adults Should Know*, pp. 13-15, 19; *Sexually Transmitted Diseases: Teaching Outline and Resource Guide*, p. 29, and *Teaching AIDS: A Resource Guide on Acquired Immune Deficiency Syndrome*, pp. 10, 16-18.)

h. Describe preventive behaviours, including abstinence, safe sex, and avoiding intravenous drug use. Have students refer to text. Students must know the danger of exchanges of infected body fluids, including blood. The detailed information in the resources regarding safe and safer sex should be used with discretion. Note changes suggested in Lesson 2 Outline.

(Resources: *AIDS: What Young Adults Should Know*, pp. 16-18; *Teaching AIDS: A Resource Guide on Acquired Immune Deficiency Syndrome*, pp. 13, 21, 24, 25, 32, 67, 68.)

i. Identify services available for information, prevention and treatment of HIV infection (AIDS) in the local community and in the province. Identify services that are missing. Discuss with students how these services could be made available. Compare services available for people with HIV infection with those available for people with STD.

(Resources: *Sexually Transmitted Diseases: Teaching Outline and Resource Guide*, p. 12.)

j. Go back to comments written on flip chart paper tacked in the classroom, and classify remaining comments from 3a procedure as facts or fallacies. If some comments cannot be classified, because the students are lacking information, students or the teacher can research those comments.

4. Conclusion

Remind students to put questions in question box.

Evaluation

Student ability to classify comments as facts or fallacies.

APPENDIX A(7)

LESSON OUTLINE 2: WHAT IS HIV INFECTION? (INCLUDES AIDS) **ESTIMATED TIME: 80 minutes**

LEARNING EXPECTATIONS	RESOURCE CORRELATION	NOTES
The student:		
defines the spectrum of Human Immunodeficiency Virus (HIV) infection including Acquired Immune Deficiency Syndrome (AIDS)	④ pp 7-10 ⑤ p 29 ⑥ pp 93-95 ⑦ pp 12-14, 17	⑥ p 95 can be used as black line master
identifies the causative organism	④ p 7 ⑥ pp 73-76 ⑦ pp 23-33	
differentiates between facts and fallacies	④ pp 2, 3 ⑥ p 24 ⑦ pp 12, 18, 19, 92-99	
describes methods of transmission	④ p 11 ⑤ p 29 ⑥ pp 9-11, 36-38	⑥ pp 36-38 can be used as black line masters. See these plans for black line master: Methods of Transmission
describes risk behaviours	④ p 8-9 ⑥ pp 21-25	
identifies classifications (stages) of HIV infection and associated symptoms	④ pp 8-9 ⑤ p 29 ⑥ pp 11-12, 15	The term AIDS-related complex (ARC) is no longer used. See black line master in these plans, HIV Infection Iceberg

TEACHER NOTES:

Resource correlations		
	④	Refers to Student Text – *AIDS: What Young Adults Should Know*
	⑤	Refers to Teacher Reference – *Sexually Transmitted Diseases: Teaching Outline and Resource Guide*
	⑥	Refers to Teacher Reference – *Teaching AIDS: A Resource Guide on Acquired Immune Deficiency Syndrome*
	⑦	Refers to Teacher Reference – *AIDS: A Teacher Resource Package*

APPENDIX A(8)

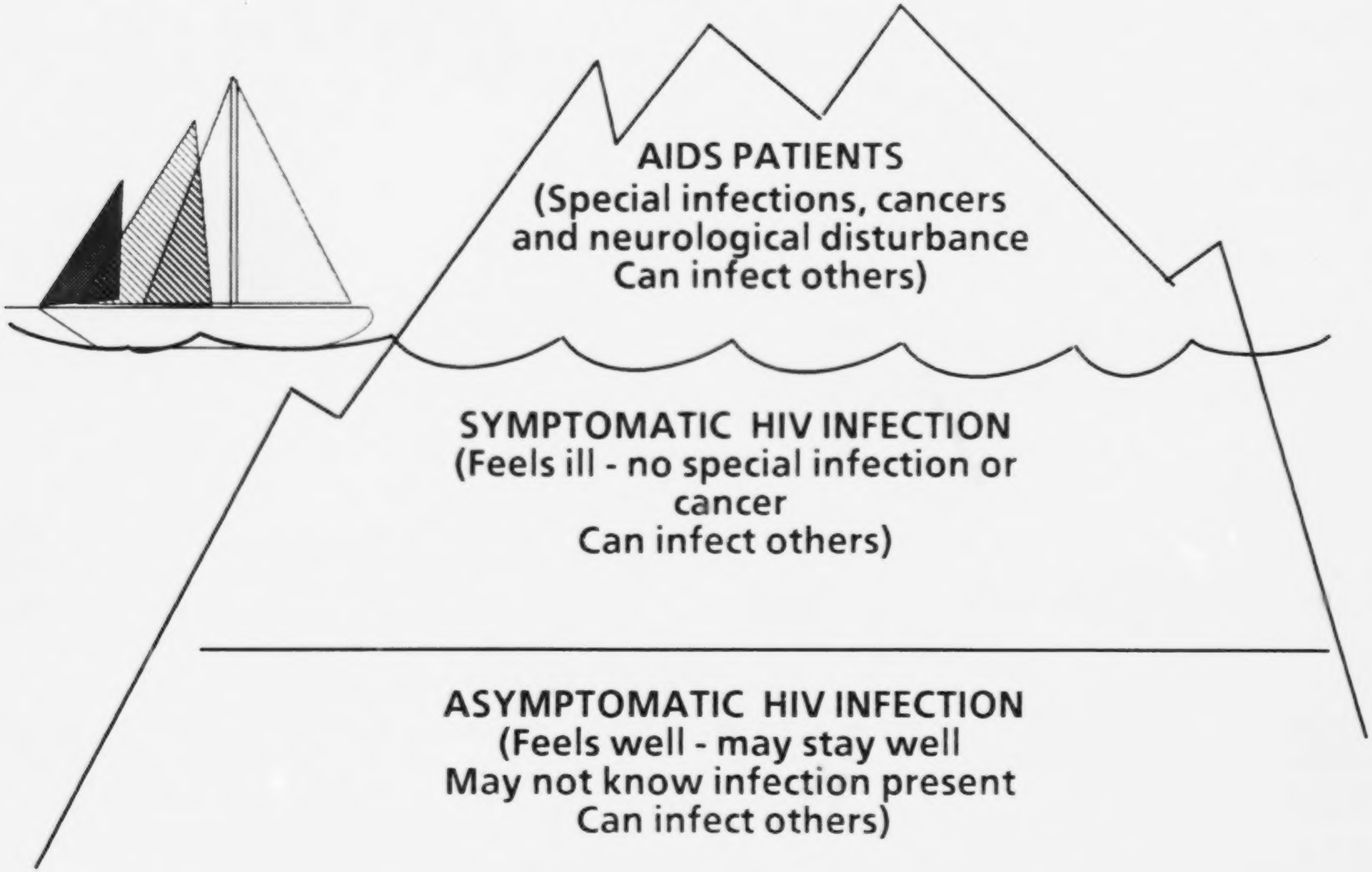
LESSON OUTLINE 2: WHAT IS HIV INFECTION? (INCLUDING AIDS) (continued) **ESTIMATED TIME: 80 minutes**

LEARNING EXPECTATIONS	RESOURCE CORRELATION	NOTES
The student:		
recognizes the HIV antibody test and significance of positive or negative results	Ⓐ pp. 13-15, 19 Ⓢ p. 29 Ⓣ pp. 10, 16, 18 Ⓡ pp. 50-51	
describes preventive behaviours including abstinence, safer sex, avoiding intravenous drug use	Ⓐ pp. 16-18 Ⓢ pp. 13, 21, 24, 25, 32, 67, 68 Ⓡ p. 50	Students must know the danger of exchanges of infected body fluids including blood. The detailed information given in the two resources that follow should be used with discretion. Ⓢ p. 27. Change "Definitely unsafe: "Anal intercourse without a condom"" to "Anal intercourse with or without a condom". Ⓐ p. 17. Change "Probable Low Risk: "vaginal or anal intercourse with a condom (proper use, no breakage)"" to ""vaginal intercourse with a condom (proper use, no breakage)"" and add anal intercourse with or without a condom under high risk. Ⓐ p. 24, question 2. Change: "What device should be worn over the penis during sexual intercourse to help prevent the exchange of certain body fluids?"
describes treatment	Ⓣ p. 16	
identifies services available in Alberta for information, prevention and treatment	Ⓣ p. 12	Include AIDS Hotline 1-800-772-AIDS, family doctor and health unit.

TEACHER NOTES:

Resource correlations:
- Ⓐ Refers to Student Text – *AIDS: What Young Adults Should Know*
- Ⓢ Refers to Teacher Reference – *Sexually Transmitted Diseases: Teaching Outline and Resource Guide*
- Ⓣ Refers to Teacher Reference – *Teaching AIDS: A Resource Guide on Acquired Immune Deficiency Syndrome*
- Ⓡ Refers to Teacher Reference – *AIDS: A Teacher Resource Package*

HIV INFECTION ICEBERG



AIDS PATIENTS
(Special infections, cancers
and neurological disturbance
Can infect others)

SYMPTOMATIC HIV INFECTION
(Feels ill - no special infection or
cancer
Can infect others)

ASYMPTOMATIC HIV INFECTION
(Feels well - may stay well
May not know infection present
Can infect others)

APPENDIX A(10)

METHODS OF TRANSMISSION OF HIV INFECTION FROM INFECTED TO NON-INFECTED PERSON

- SEXUAL INTERCOURSE
  - male to male
  - male to female
  - female to male

- EXCHANGE OF BLOOD FROM INFECTED TO NON-INFECTED PERSON
  - sharing needles and syringes

- INFECTED MOTHER TO UNBORN CHILD

LESSON PLAN 3: IMPACT OF HIV INFECTION INCLUDING AIDS

Estimated Time: 80 minutes

Objective

The student recognizes that personal decision making can prevent HIV infection and facilitate the control of the HIV epidemic.

Learning Expectations

The student:

- identifies rights and responsibilities of infected and non-infected people
- identifies possible emotional responses to having HIV infection or to someone who is infected with HIV
- evaluates the responsibilities and consequences that may result for oneself and partner when a choice has been made to be abstinent, sexually active or to use drugs intravenously
- recognizes the importance of making informed choices on personal health issues
- describes and applies supportive behaviours related to the HIV problem
- investigates and discusses the social, economic and political implications of HIV infection, including AIDS

Procedures

1. Preparation

   a. Read the designated pages in the student and teacher resources, as given in Lesson Outline 3.

   b. Make transparency from *Teacher Resource Manual - Core Program*, p. 34, Decision-Making Model.

   c. Make student handouts from *Teacher Resource Manual - Core Program*, pp. 35-36, Decision-Making Worksheet.

   d. Read through questions in question box and be prepared to answer them, or have students research answers.

   e. Collect newspaper articles on HIV infection (including AIDS).

2. **Impact of HIV Infection Including AIDS**

   a. Have students do student activity
   (Resource: *Teaching AIDS: A Resource Guide on Acquired Immune Deficiency Syndrome*, pp. 33-35, Section VI: Toshi's Story; pp. 47-54.)

   b. Have students divide into groups of four and ask them to brainstorm and record their comments on flip chart paper:

      - rights of HIV infected and non-infected people
      - responsibilities of HIV infected and non-infected people

   Tack the flip chart paper in the classroom. Discuss similarities and differences, and implications for safety.

c. Have students brainstorm possible emotional responses to having HIV infection. List on flip chart paper. Discuss. Have students brainstorm possible emotional responses to someone who is infected with HIV. Discuss.

(Resource: *Sexually Transmitted Diseases: Teaching Outline and Resource Guide*, pp. 42-43.)

Have students complete worksheet and discuss responses.

(Resource: *Teaching AIDS: A Resource Guide on Acquired Immune Deficiency Syndrome*, p. 101.)

d. Mini-presentation on decision-making steps, using blackline master and student worksheets. Walk the students through the steps, using the following case study: "Sally is in Grade 11 at your school. All her friends smoke and she is getting some pressure to do so from her friends. What should she do?"

e. Using the decision-making steps worksheet, have the students evaluate the responsibilities and consequences that may result for oneself when a choice has been made to be abstinent, sexually active, or to use drugs intravenously. Discuss the steps and the responsibilities and consequences. Using the same worksheet, have the students consider one's partner. Discuss the steps and the responsibilities and consequences.

f. Making informed choices on personal health issues is extremely important. Have students develop criteria to evaluate whether or not a choice is informed. Write on flip chart paper, arranging the criteria in order of importance. Criteria could include:

- Is the choice healthful?
- Is the choice respectful of me and others?
- Is the choice consistent with my parents' or guardians' ideas?
- Is the choice safe?
- Is the choice legal?
- Is the choice a good use of resources?

g. Have students list and describe supportive behaviours related to the HIV problem. Have students refer to text.

(Resources: *AIDS: What Young Adults Should Know*, pp. 20-23; *Teaching AIDS: A Resource Guide on Acquired Immune Deficiency Syndrome*, pp. 47-53.)

Have students discuss non-supportive behaviours and reasons why such behaviours are demonstrated.

h. Have the students analyze the newspaper articles and classify them according to social, economic and/or political implications. Ask the students to report on the results of their analysis. If time permits, have students do research on social, economic and political implications. Have students refer to text.

(Resources: Newspapers, *AIDS: What Young Adults Should Know*, p. 23; *Teaching AIDS: A Resource Guide on Acquired Immune Deficiency Syndrome*, pp. 47-54, 57-62.)

Evaluation

Both students' knowledge and attitudes can be assessed. The student resource *AIDS: What Young Adults Should Know* can be used for evaluation purposes (pp. 2-3 as a post-knowledge test; pp. 4-5 as a post-attitude survey).

The students can also be evaluated on the decision-making process that they use for each of the following case studies.

CASE STUDY ONE: Outline the steps that Person X, living in your neighbourhood, would take if informed that she or he had an HIV infection (including AIDS).

CASE STUDY TWO: Decide what action Person B, living in your neighbourhood, can plan to take that would be an example of supportive behaviour related to the HIV infection (including AIDS) problem.

LESSON OUTLINE 3: IMPACT OF HIV INFECTION INCLUDING AIDS

ESTIMATED TIME: 80 minutes

LEARNING EXPECTATIONS	RESOURCE CORRELATION	NOTES
The student:		
identifies rights and responsibilities of infected and non-infected people	Ⓔ pp 47-54 Ⓖ pp 80-81	Ⓔ pp 33-35 Section [illegible] Activity
identifies possible emotional responses to having HIV infection or to someone who is infected with HIV	Ⓢ pp 41-45	Ⓢ pp 42-43 Student Activity [illegible] Discussion: Emotional Impact [illegible] Emotional Impact of HIV Ⓢ p 101 Student Activity Ⓖ pp 4-5 Student Activity
evaluates the responsibilities and consequences that may result for oneself and partner when a choice has been made to be abstinent, sexually active or to use drugs intravenously	Ⓖ pp 63, 79	Career and Life Management [illegible] Model *Teacher Resource Manual* [illegible] Program p 34
recognizes the importance of making informed choices on personal health issues		Career and Life Management Decision Making Model *Teacher Resource Manual* Core *Program* pp 35-36
describes and applies supportive behaviours related to the HIV problem	Ⓢ pp 20-23 Ⓔ pp 47-54	Ⓢ pp 49-51
investigates and discusses the social, economic and political implications of HIV infection including AIDS	Ⓢ p 23 Ⓔ pp 47-54, 57-62, 103-107 Compare and contrast the plague and other epidemics to HIV infection Ⓖ pp 89-90, 100-101, 103-5	Newspaper articles can be reviewed and used for discussing implications.

TEACHER NOTES:

Resource correlations:
- Ⓢ Refers to Student Text – *AIDS: What Young Adults Should Know*
- Ⓓ Refers to Teacher Reference – *Sexually Transmitted Diseases: Teaching Outline and Resource Guide*
- Ⓔ Refers to Teacher Reference – *Teaching AIDS: A Resource Guide on Acquired Immune Deficiency Syndrome*
- Ⓖ Refers to Teacher Reference – *AIDS: A Teacher Resource Package*

APPENDIX B

GLOSSARY OF TERMS

(RELATED TO HUMAN SEXUALITY)

The following terms may appear in activities, pamphlets or other materials used by the teacher or resource persons. This glossary is not intended as a reference guide for the teacher, who may choose to share selected definitions with the class.

ABORTION (induced):	Medically induced cessation or ending of the growth and development of the fetus.
ABSTINENCE:	Refraining from or avoiding participation in genital sexual intercourse.
AIDS:	Acquired Immune Deficiency Syndrome – serious illness caused by HIV virus when it has damaged the body's immune system and other illnesses have developed.
ANDROGEN:	A hormone, producing masculine sex characteristics, having an influence on body and bone growth and on the sex drive.
BARTHOLIN'S GLANDS:	Two tiny glands in the female, located at either side of the entrance to the vagina.
BIRTH CONTROL:	Any procedure used to prevent conception or fertilization.
CERVIX:	In the female, the narrow portion of the uterus that forms its lower end and opens into the vagina.
CIRCUMCISION:	Surgical removal of the foreskin or prepuce of the penis.
CLITORIS:	A small, highly sensitive organ in the female, located just above the urethral opening.
COHABITATION:	A couple living together without marriage.
COITUS:	Sexual intercourse between male and female in which the penis is inserted in the vagina.
CONCEPTION:	The beginning of a new life, when an ovum (egg) is fertilized by a sperm, resulting in the development of an embryo.
CONDOM:	A contraceptive device used by the male, consisting of a latex sheath drawn over the erect penis prior to coitus.

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[1] The majority of these definitions are introduced in the Junior High Health and Personal Life Skills Curriculum.

APPENDIX B(2)

CONTRACEPTION:	Prevention of pregnancy by chemical, physical or surgical means.
CORPUS LUTEUM:	A yellow mass in the ovary formed from a ruptured follicle (from which an ovum has been released), that secretes the hormone progesterone.
COWPER'S GLANDS:	Two glands in the male, one on each side of the urethra near the prostrate, which, with an erection, produce a pre-coital fluid which passes through the urethra prior to ejaculation.
DIAPHRAGM:	A rubber (or similar) contraceptive used by women that is specifically shaped to fit in the vagina to cover the neck (cervix) of the uterus like a cap.
EJACULATION:	The expulsion of male semen from the penis.
ENDROCRINE GLAND:	A gland that secretes its hormones directly into the bloodstream.
EPIDIDYMIS:	The coiled tube that lies alongside each testes in the scrotum and stores the sperm during maturation. This tube connects the network of sperm-producing tubules in the testicle with the vas deferens (sperm duct).
ERECTION:	The enlargement of the penis or clitoris, usually as a result of sexual excitement. The enlargement is caused by the filling of cavities within the organs with blood.
ESTROGEN:	A steroid hormone, producing female sex characteristics, and affecting the functioning of the menstrual cycle.
FALLOPIAN TUBE:	The oviduct or egg-conducting tube that extends from each ovary to the uterus.
FERTILIZATION:	The union of egg (ovum) with sperm which results in conception.
FOLLICLE:	The small sac or vesicle near the surface of the ovary that contains a developing ovum.
GONAD:	A sex gland: the testicle in the male; the ovary in the female.
GRAAFIAN FOLLICLE:	A small sac or pocket in the ovary in which the ovum matures and from which it is discharged at ovulation.
HORMONE:	A chemical substance produced by an endocrine gland that has a specific effect on activities of other organs of the body.
HYMEN:	A fold of skin that partly covers the external opening of the vagina.
HIV:	Human Immunodeficiency Virus – scientific name for the virus that causes infection in AIDS patients.

APPENDIX B(3)

INTERSTITIAL CELLS:	Specialized cells in the testicles that produce the male sex hormones
INTRAUTERINE DEVICE: (IUD)	A small plastic or metal device that when fitted into the uterus, prevents pregnancy
LABIA MAJORA AND LABIA MINORA:	The outer and inner lips of the female external genitals (vulva)
MASTURBATION:	Self-stimulation of the genitals (male or female) through manipulation
MENSTRUATION:	The discharge of blood from the uterus through the vagina that normally recurs at approximately four-week intervals between menarche and menopause. The discharge represents the lining of the uterus that has been thickening in preparation for a fertilized ovum attaching itself to the uterine wall
MISCARRIAGE:	Spontaneous expulsion of a fetus from the uterus
NATURAL FAMILY PLANNING:	Planning or preventing pregnancy by avoiding sexual intercourse during certain times (ovulation) in a woman's menstrual cycle
NOCTURNAL EMISSION:	An involuntary male orgasm and ejaculation of semen during sleep. Commonly called a "wet dream"
ORAL CONTRACEPTIVES:	Birth control pills; contain hormones that prevent ovulation
ORGASM:	The peak of sexual excitement in sexual activity
OVARY:	The female sex gland in which the ova are formed
OVUM:	An egg; the female reproductive cell corresponding to the male sperm
PENIS:	The male sexual organ (external) of urination and intercourse
PRECOITAL FLUID:	Alkaline fluid secreted by the Cowper's glands that lubricates the urethra for easier passage of semen. This fluid can contain sperm
PROGESTERONE:	The female hormone that is produced in the corpus luteum and whose function is to prepare the uterus for the reception and development of a fertilized ovum

APPENDIX B(4)

PROSTATIC FLUID:	A highly alkaline, thin milky fluid produced by the prostate gland that makes up a major portion of the male semen.
SCROTUM:	The pouch, suspended from the groin, that contains the male testicles and the accessory organs.
SECONDARY SEX CHARACTERISTICS:	The physical characteristics – other than the external sex organs – that distinguish a male from a female.
SEMEN:	The secretion of the male reproductive organs that is ejaculated from the penis during orgasm and which contains sperm cells.
SEMINAL VESICLES:	Two pouches in the male, one on each side of the prostate, behind the bladder, that are attached to and open into the sperm ducts.
SEX HORMONES:	Substances secreted by the sex glands directly into the bloodstream; e.g., androgens (male) and estrogens (female).
SEXUAL INTERCOURSE:	Sexual union of a male and female in which the penis is inserted into the vagina; coitus.
SEXUALITY:	Term to include all aspects of maleness and femaleness; sociological, philosophical, psychological and biological. All thoughts, feelings, behaviours and physical features related to sexual life and interest.
SEXUALLY TRANSMITTED DISEASES:	Communicable diseases that can be passed from one person to another during sexual contact.
SPERM:	The mature male reproductive cells capable of fertilizing the female egg and causing impregnation.
TESTICLE:	The testis (plural: testes); male sex glands that produce sperm.
TESTOSTERONE:	The male testicular hormone that induces and maintains the male secondary sex characteristics.
URETHRA:	The duct through which the urine passes from the bladder and is excreted outside the body. In the male, the urethra is also used to pass semen to the outside of the body.
UTERUS:	The hollow, pear-shaped organ in females within which the fetus develops.

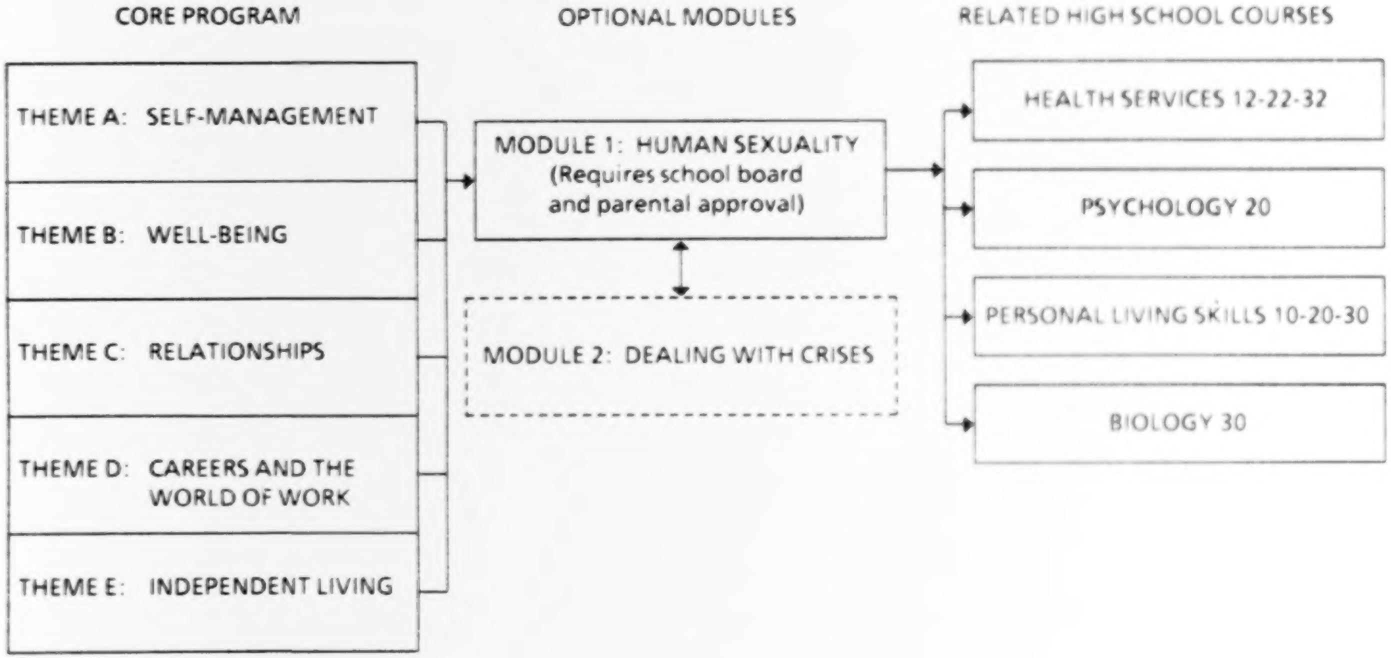
APPENDIX B(5)

VAGINA:	The canal in the female, extending from the vulva to the cervix, that receives the penis during intercourse and through which the baby passes at birth.
VAS DEFERENS:	The sperm ducts in the male leading from the epididymis to the seminal vesicles and urethra.
VULVA:	The external sex organs of the female, including the labia majora and minora, and the clitoris.
WITHDRAWAL:	Removal of the penis from the vagina prior to ejaculation.
ZYGOTE:	The single cell resulting from the union of two cells (ovum and sperm) at conception.

INTEGRATING CALM WITH OTHER HIGH SCHOOL COURSES

Relationship of the Human Sexuality module to

- core program component of Career and Life Management
- other optional modules
- other related high school courses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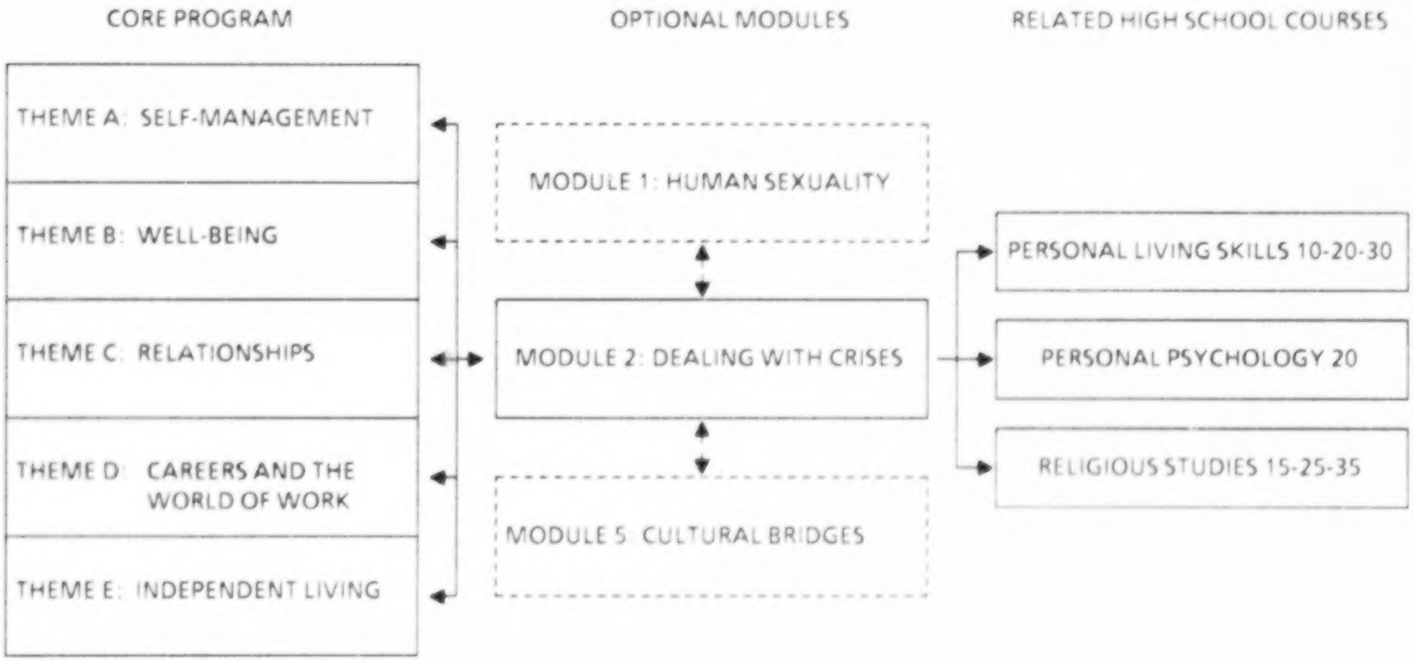
THEME B: WELL-BEING
THEME C: RELATIONSHIPS
THEME D: CAREERS AND THE WORLD OF WORK
THEME E: INDEPENDENT LIVING
MODULE 1: HUMAN SEXUALITY (Requires school board and parental approval)
MODULE 2: DEALING WITH CRISES
HEALTH SERVICES 12-22-32
PSYCHOLOGY 20
PERSONAL LIVING SKILLS 10-20-30
BIOLOGY 30

APPENDIX C(2)

Relationship of the Dealing with Crises module to

- core program component of Career and Life Management
- other optional modules
- other related high school courses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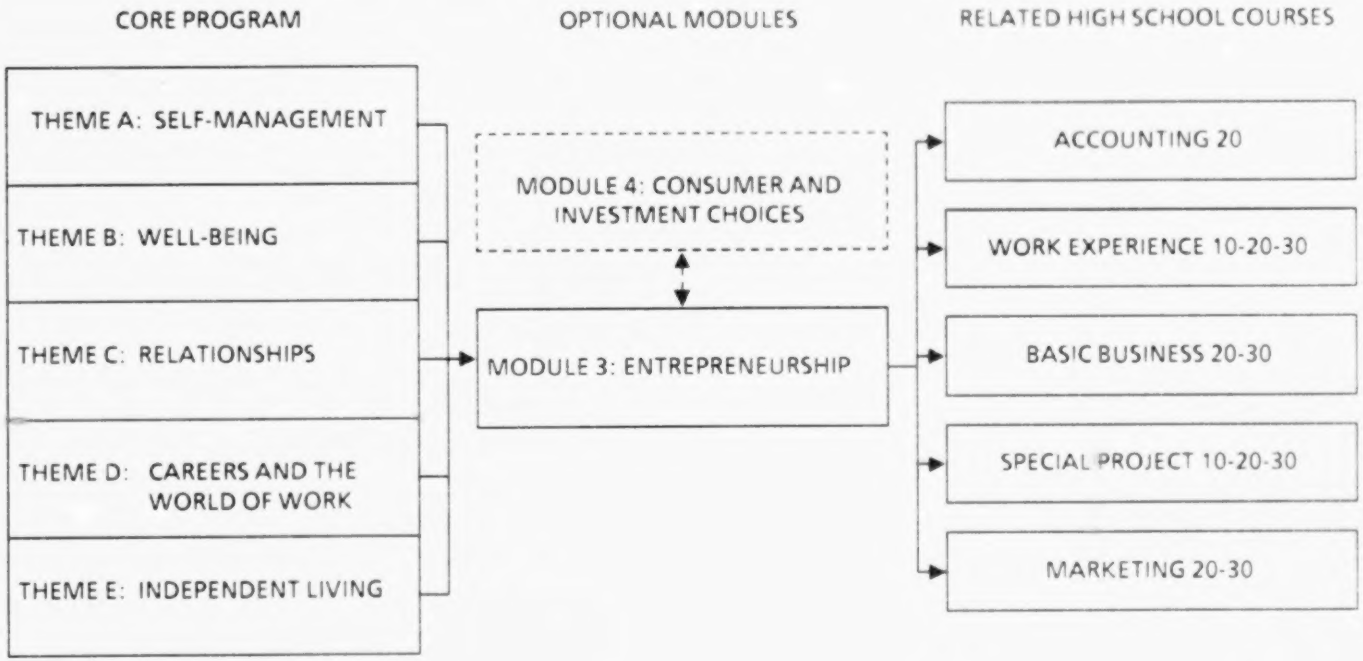
THEME C: RELATIONSHIPS
THEME D: CAREERS AND THE WORLD OF WORK
THEME E: INDEPENDENT LIVING
MODULE 1: HUMAN SEXUALITY
MODULE 2: DEALING WITH CRISES
MODULE 5: CULTURAL BRIDGES
PERSONAL LIVING SKILLS 10-20-30
PERSONAL PSYCHOLOGY 20
RELIGIOUS STUDIES 15-25-35

APPENDIX C(3)

Relationship of the Entrepreneurship module to

- core program component of Career and Life Management
- other optional modules
- other related high school courses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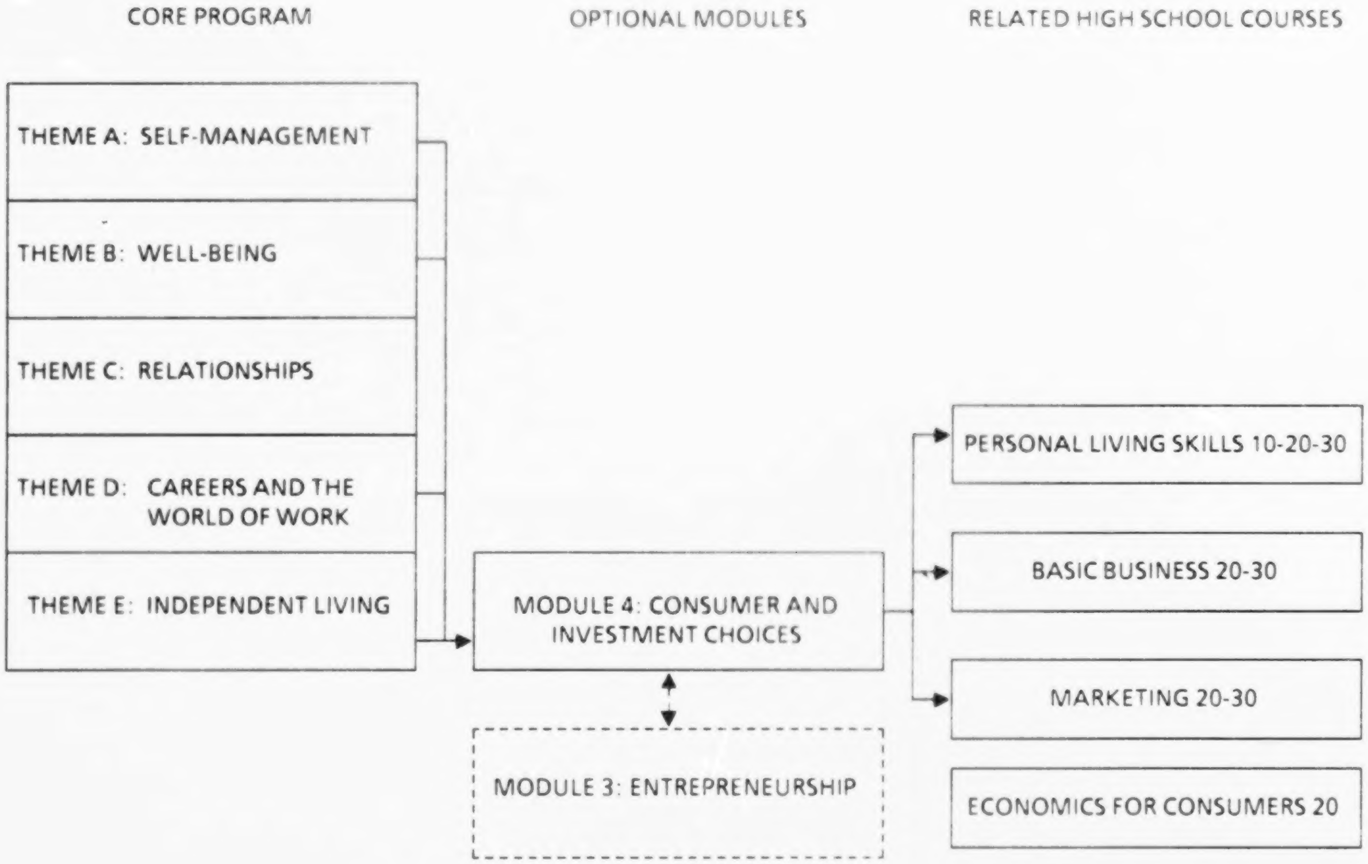
THEME B: WELL-BEING
THEME C: RELATIONSHIPS
THEME D: CAREERS AND THE WORLD OF WORK
THEME E: INDEPENDENT LIVING
MODULE 4: CONSUMER AND INVESTMENT CHOICES
MODULE 3: ENTREPRENEURSHIP
ACCOUNTING 20
WORK EXPERIENCE 10-20-30
BASIC BUSINESS 20-30
SPECIAL PROJECT 10-20-30
MARKETING 20-30

APPENDIX C(4)

Relationship of the Consumer and Investment Choices module to

- core program component of Career and Life Management
- other optional modules
- other related high school courses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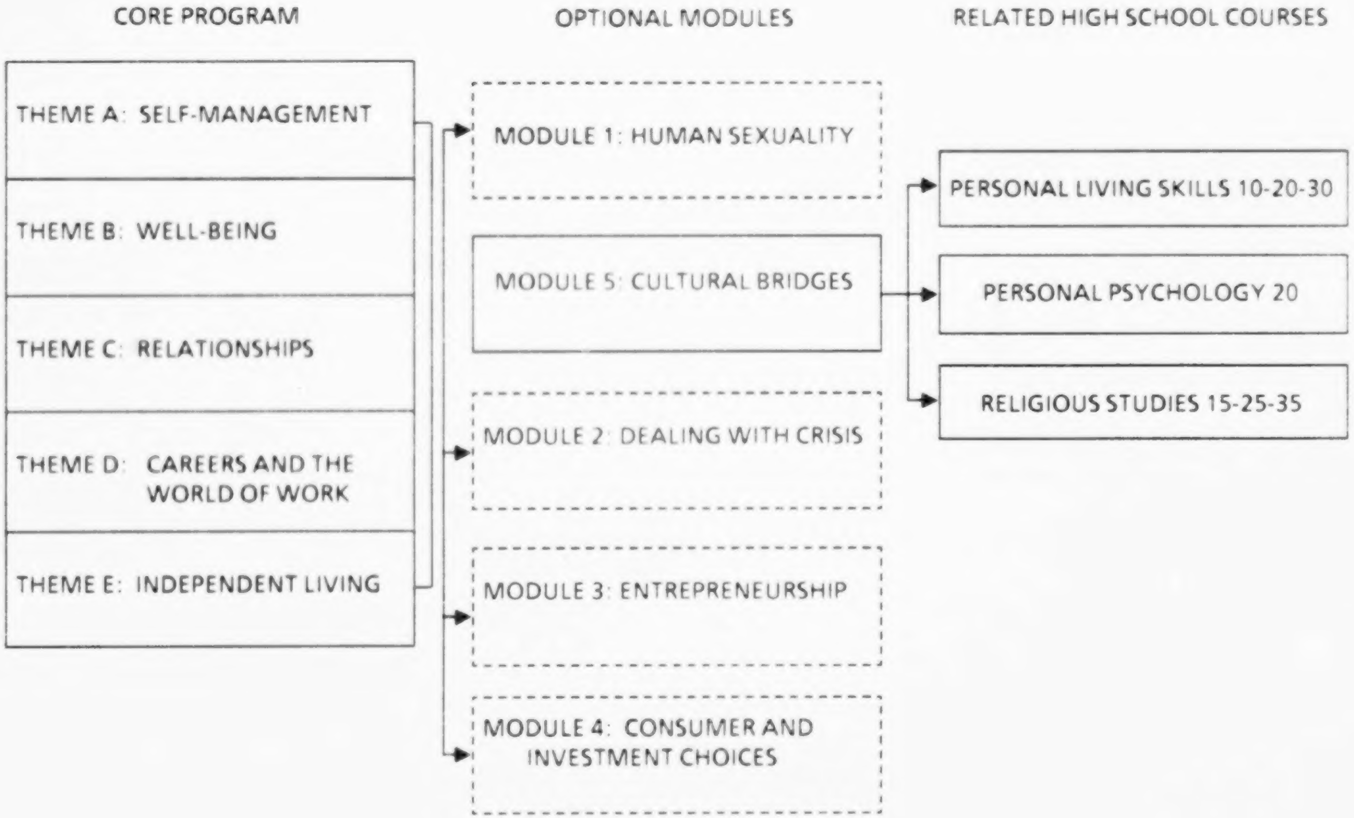
THEME C: RELATIONSHIPS
THEME D: CAREERS AND THE WORLD OF WORK
THEME E: INDEPENDENT LIVING
MODULE 4: CONSUMER AND INVESTMENT CHOICES
MODULE 3: ENTREPRENEURSHIP
PERSONAL LIVING SKILLS 10-20-30
BASIC BUSINESS 20-30
MARKETING 20-30
ECONOMICS FOR CONSUMERS 20

APPENDIX C(5)

Relationship of the Cultural Bridges module to

- core program component of Career and Life Management
- other optional modules
- other related high school courses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THEME C: RELATIONSHIPS
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THEME E: INDEPENDENT LIVING
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MODULE 5: CULTURAL BRIDGES
MODULE 2: DEALING WITH CRISIS
MODULE 3: ENTREPRENEURSHIP
MODULE 4: CONSUMER AND INVESTMENT CHOICES
PERSONAL LIVING SKILLS 10-20-30
PERSONAL PSYCHOLOGY 20
RELIGIOUS STUDIES 15-25-35